

# THE SCHOOL JOURNAL.

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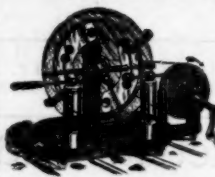
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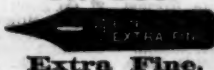
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### THE RESURRECTION.

Easter has just passed, but the resurrection of spring is with us. All over the Christian world the day when Christ rose from the dead is celebrated, but everywhere, and in all time past, there has been rejoicing when the reign of winter ends, and the ethereal mildness of spring comes.

But there is a better resurrection. The old superstition of tyranny, and ignorance has forever passed away. The spring of enlightenment and civilization has come! Intellect is emancipated! Schools are free, good books are cheap and abundant. Knowledge is rapidly increasing, and the whole world is neighborly! This is a grand time to be living in! Let us be thankful. And then the grinding despotism of the old school-keeper is broken, and the new school teacher has taken his place. There has been a wonderful creation of good school-houses, excellent text-books, better paid teachers, modern colleges, sensible academies, model schools. The kindergarten, objective teaching, and manual training have come to stay. There are teachers' institutes, normal schools, and summer training schools, on the sea-side, by our health-giving springs, and among our mountains. These have come to help the teachers. And then there are excellent school papers that every teacher can easily get. These are glorious resurrections. LET US REJOICE AND GO TO WORK!

IN the State of Maine, there are fifty employments in which women are engaged ranging from cotton manufacturing to the professions. Seven thousand follow manufacturing. The average weekly salary is eight dollars, and one maker of portraits in crayon gets sixteen dollars a week. One woman is the proprietor of a prosperous newspaper; another owns an extensive orchard; there are a dozen regularly endorsed physicians in practice, and three ordained ministers, all Universalists. The coming era will be woman's. She is literally going to rule the world; and will not the race be bettered thereby? Who says no?

IT seems very strange that race prejudice cannot die from off the face of this world. When shall we learn that a man is to be estimated for his native and intrinsic worth. But if men and women must indulge this meanness against each other, it should not be brought to bear upon innocent children. This is a species of indignity that should be left to the lower animals. The motive of writing these words comes from the way a little Hebrew boy, Tobias Hippar, came to his death. His Christian associates subjected him to petty persecutions until brain congestion ended his days. This is in New York, and only proves that those who profess to follow Christ, forget that He was a Hebrew, and that all the light of the ages, in the line of the religion we profess, comes through a long line of Hebrews, commencing with Abraham, Isaac, and Jacob down to Isaiah and the prophets.

THE GRAMMAR QUESTION much vexes some people. And why? Because they are in a rut and don't want to get out. We have never said one word against the thorough mastery of the art of expressing good thoughts in good English. It is a grand accomplishment, second to none in its practical bearing. On the other hand, we have urged teachers to cultivate the getting and giving of thought, by all the means within their power. But we do not believe that parsing, diagramming, and analyzing sentences in any grade below the high school is productive of good, and consequently such exercises must use time that could be more profitably occupied. Grammar, as the art of learning how to read, speak, and write a language correctly, is invaluable, but as an art of parsing, analyzing, and diagramming is not very valuable. John Milton is a grand author, so is Carlyle, and so is Longfellow, but it is of far greater importance to be able to imbibe and express the spirits of these authors, than to parse their idiomatic expressions according to Murray's rules.

MOST teachers are freer to act and to speak now than formerly—but this is not true everywhere. In one town in Ohio a teacher attended a prohibition meeting, and spoke of the ruinous effects of saloons on the older boys; it occasioned the loss of his place. Now this might be the result in a great many towns in this great country of ours; we are sorry this is the case. This centennial year finds the same curse on the country that existed in the time of Washington. But another centennial will find it removed, we think. The teacher finds himself unable to speak his mind on all subjects, and this is true of ministers also; but there is an improvement. One reason is that the teacher is far more intelligent and is looked to more for his opinion. He is a reader of newspapers, of books; he is better educated, there are stricter examinations, and the school is held in higher repute. The freedom of the teacher will be enhanced by his using his freedom. We urge every teacher to take a hand in all the movements of progress in his vicinity.

“He that would be free must first strike the blow.”

IT WAS REMARKED by one of the leading publishers lately, that it was very apparent to him that a better class of persons were entering upon teaching than was formerly the case. In giving some reminiscences of experiences with teachers twenty five or thirty years ago, one could see there was then, in many cases, a condition of dense ignorance. In one case, a principal of quite a large private school spelled the most ordinary words incorrectly. A book with selections for speaking was described as a “book of peaces;” history always went under the form “histery,” etc. The general address of teachers he thought much improved. In referring to this, he said that a gentleman whose fine address was quite remarkable, to his surprise, turned out to be a teacher! Once such a thing could rarely happen. The garments of lady teachers he thought, had become very much more tasteful within ten years. The improvement in text-books was, however, the greatest marvel; not simply in the outside appearance but in the plan, the make-up. All of these things led him to the conclusion that some potent influence has been at work to elevate and dignify the profession.

AN INCREASE in teachers' wages has been very apparent within the past ten years; one of the causes has been the opening of teachers' agencies in various parts of the country. Mrs. Young-Fulton, who is widely known for the ability she exhibits in conducting the “American and Foreign Teachers' Bureau,” says: “Teachers' wages are rising steadily. There is a demand for good teachers. It is becoming apparent to the minds of parents that there is a great difference in teachers, and they know that a poor teacher is dear at any price. I rarely fail in finding a place for a really good teacher.” But nearly all think they are good teachers. This is the stumbling block in the way of teachers; good teachers are still scarce. What makes the distinction between the two classes, good and bad? A teacher was supplied with a place at \$80 per month; an acquaintance of hers, by the same agency, was referred to a position at \$50 per month. “Why I am as good a teacher as ———.” The manager did not think so, and could not offer her as desirable a place as the other teacher. He judged from the records, the testimonials, and the conversation of the teachers, and rated them accordingly. It is rare that the judgment of a skillful man is erroneous, in the matter. We say, pile up qualifications.

IS THE teacher paid what he should be? No, nor will he ever be. Let no one enter the field expecting to grow rich thereby. Yet, the teacher receives considerable money for his services, compared with other work. We lately met a clergyman who is an able man, with large attainments (some would say finely educated, but we do not); with recognized skill in the use of the Greek, Latin, and Hebrew languages, and yet who receives but \$400 per year. And it is doubtful whether he will be able to get a larger sum. Now there are many teachers of far less attainments who receive a larger salary. There is a law compelling the employment of teachers; besides the money paid is raised by tax; so that for his services he is better paid in general than the preacher, though often below him in attainments. There are many poorly paid teachers, we know, but there are many who are very poorly qualified too. Those who have spent much time and money on themselves, are not paid in proportion, and never will be; yet they should have the qualifications, for all that.



### WHAT SHALL BE PUT IN THE PLACE OF EXAMINATIONS?

A correspondent is anxious to know what will take the place of examinations when they shall have departed. In reply we would say that examinations will stay to the end of time; *abuses* will depart. What are these? *The making of stated tests an evidence of the character of weeks of work.* This is manifestly so unfair as to need no argument in proof of it. The mind is so strained by excitement and the nerves are so exercised by worry as to produce, frequently, serious results. In a school where "the examination" is held up as the grand objective point, the strain grows more and more intense as the critical day approaches. *This condition of mind is unfavorable to healthy mental development,* and should not be encouraged. The processes of growth are slow and natural. Forcing is always dangerous, and frequently destructive. Hot-house plants seldom do well, and frequently die when transplanted. *When the result of an examination is put forward as an end to be reached in study,* its effect is injurious to the moral nature. Its tendency is to promote rivalry, envy, ill-will, and jealousy. Motive is everything. Percentage standings, ranking, records of successful efforts where comparison with others is brought in, are immoral in their effects. Just now, when so much is said concerning moral training, the greatest care should be taken to exclude all immoral forces. It is easy to be seen that the examination stimulus can be made to bring into action the very worst elements of human nature.

On the other hand, an examination is a wonderfully uplifting power, when it promotes mental, moral, spiritual, and bodily growth. In order to do this it must be anticipated with pleasure; the better elements of our nature must be exercised; it must show us our weak points without discouragement; it must make us helpful to others; it must increase the power of thought; it must, in fine, make us joyous, rested, earnest, studious, lovable, and, in the highest sense, religious. It must leave no sting behind.

Some one may ask, "How can I make an examination do all this?" *Become a teacher,* not a recitation-assigner, not a grade-grinder, not a book-hearer of words, not a lesson-giver or a task-master. When you become a teacher, you will not need the old examination stimulus to make your pupils get their lessons. Your spirit will abhor such a groveling incentive. No great teacher has ever made his pupils successful by means of artificial stimulus. This is high ground to aim at, we know, but it is no higher than every teacher ought to reach. It is not impracticable, but very possible.

### ASSIGNING LESSONS.

In a school where everything is cut and dried, fixed and fossilized, assigning lessons is an easy work. Take history, for example. A certain book is to be completed within a term; it contains a fixed number of pages; there will be a fixed number of recitations. Divide the fixed number of pages by the fixed number of recitations, and the result will be the fixed number of pages to be learned at one recitation. How easy, simple, and satisfactory! When all the pages are learned, and the work is completed, with what accurate and mathematical joy can both teacher and pupils contemplate the finished job! Until the end of time no method of doing school work will secure such satisfactory results to those whose ideas of teaching are on the low plane of "getting lessons." It needs a minimum of brains, and the maximum of drive. Everything centers around the questions and the answers. It makes the bright ones crow over the dullness of their unfortunate neighbors. It affords ample chance for accurate book-keeping, percentage marking. It makes examinations exceedingly mathematical affairs.

The better way of assigning lessons is exceedingly hard to those who don't know how, but exceedingly easy to those who do. Ignorant people call it, "bosh," "humbug," "crankism," but knowing ones name it scientific, satisfactory, and educational. What is it? Take history as an example. Several stories have been read, and several facts told concerning our Revolutionary war. Great interest has been excited. The pupils all want to talk, for they have been reading and talking about this subject for several days. The teacher says, "You may tell me in writing to-morrow all you can remember concerning this subject." Of course, some do well, others very poorly. No one is condemned, but the best papers are commended, and their excellencies shown. If after a time it is found that some pupils are

not fitted to remain in the class, they are quietly removed to another. The work of the teacher is not to *drive* but to *draw*. She makes history so interesting that her pupils look forward to the "recitation" with anticipation, and work with delight, and read everything on the subjects discussed from choice.

Is this an ideal sketch? Not at all. We can point to a recitation-room where this state of affairs may be found any day; but *the teacher knows her business.* SHE IS A TEACHER. With her, the work of assigning lessons is as easy and natural a work as breathing, eating, and sleeping. This is the kind of task-giving that should be found in every school in all this broad land; yes, in all this round world.

### THE WASHINGTON CENTENNIAL.

APRIL 30, 1889.

New York is already brilliant with bunting, ablaze with fire-works, and crowded with people from all parts of the country. One hundred years ago George Washington was inaugurated the first president of the United States of America. The country had just come out of a war that had exhausted its resources, and almost disheartened its most devoted friends. But a hundred years ago the clouds disappeared, and the scattered colonies all acknowledged the leadership of one executive head. Not until the first inauguration did we legally become a united nation. But how changed now! Then we were less than four millions, now we are sixty. Then our limited domain skirted along the Atlantic slope, with scattering settlements by the Ohio and Lakes Erie and Ontario, now it stretches from ocean to ocean, with a dense population by all our great rivers, over the magnificent plains of the Mississippi valley, and all along the Pacific coast. No other nation since the world began has had such a history! But what will the future be? What story will the second centennial tell? Teachers of to-day, you are answering these questions! The children just entering our primary departments will be the fathers and mothers of the generation that will declare our glory, or our shame, on

APRIL 30, 1889.

Teachers, you have some work to do.

### OUR GROWTH.

According to the census taken in 1860 there were in the United States but nine cities containing a population of more than one hundred thousand each, and the aggregate population of these nine was scarcely three millions. To-day there are nearly, if not quite, thirty cities in this country with a population of more than one hundred thousand each, showing a grand aggregate of not less than nine millions of people, or more than one-seventh of the population of the entire country. The state of New York alone embraces within its borders no less than five cities each of one hundred thousand inhabitants and upward; and several other states have two such cities each.

### "LEARN TO DO BY KNOWING AND TO KNOW BY DOING."

In his new psychology, Dr. J. A. McLellan, of Ontario, states correctly that "thinking precedes doing," and says that "a child must have an idea of the form of a letter before the hand can reproduce it." But where did the child get the idea of the form of the letter? Surely, it was not born with it. Dr. McLellan would not defend Plato's idealism. There must first have been the printed or written form of the letter, then the rays of light must have made an impression of this form upon the retina of the eye, and then this picture must have been carried to the brain. Now the correctness of the making of the letter depends a great deal upon the correctness and clearness of this image on the brain. It is a truth universally applicable that the ideal must come before the actual, but it is also universally true that *the ideal must come from the real at the start.* From what other source can it come? Even ideas of distance, time, and space could not be without contact of the mind with the material world *through the senses.* From the same source come abstract ideas, such as truth, justice, love, and mercy. We are born with capacities, or potentialities, but the stimulus of the

senses is necessary in order to wake these dormant energies into action.

*Education by doing* has to be defined nearly every day in the year. It is hardly necessary, it seems to us, to say that no one has ever claimed that it meant doing *hand* work. It is eye, ear, nose, and feel work as well. It is the activity of the senses and the nerves in carrying to the brain, and the sensitiveness of the brain in correctly getting the impressions. Now comes in the work of thought. If the materials it has received are true, then its work is likely to be good. There are three distinct steps in *doing*, and they are so self-evident and simple that their order must be apparent to any one of our readers, whether he has studied psychology or not. *First*, there is a sense and nerve doing, which we have described. *Second*, there is a thought or mind doing, to which we have referred. *Third*, there is a giving, or expression doing. This is the effort put forth in giving out our ideas, and *is necessary to the completeness of thought.* All this is *doing*, and all this produces education, when properly conducted, and we go farther and say that in no way can true processes of education be conducted except through sense perception, thinking, and expressing. We have asked many times, and now ask again, for any one to show where there is a flaw in this philosophy.

The book of Dr. McLellan is one of great value, for he has keen sense perception, clear thoughts, and first-rate expression, and so we welcome it as a most valuable addition to the long catalogue of psychologies now in the market. A fuller notice of it will appear among "Books."

### SAFE!!

The joyful news has come! The passengers on the Danmark are all safe! How many anxious hearts are relieved! Crossing the ocean the ship is discovered to be a leak and every one is filled with dismay! But a ship is in sight; she is hailed; she comes to the rescue; she takes every one aboard, and they are now all safely landed! What an emblem this is of human life and the mission of the teacher! Last week a teacher wrote of a boy that came to her school, solely to make her trouble. She succeeded in interesting him; he became a friend, a champion of the school; he determined to come steadily and to get an education. The story is a most interesting one. Saved! And so in thousands of instances where the history has never been told. But the mission of education is one of beneficence. Like the rescuing ship she sails over life's seas to be of service to mankind. No one can overrate the value of the true teacher in this world of ours.

### THE EVOLUTION OF OUR MAP.

A little book has been laid on our desk that is, to us, exceedingly interesting. In it are all the principal maps of America, from Tascanelli's suppositional one which Columbus saw before he sailed, to the very last showing the states of Washington, Montana, and the two Dakotas. The evolution of this new world is a wonderfully interesting study, and if a map expresses to the mind the thought it is designed to convey, no picture could be half so interesting as a succession of graphic representations showing how we have grown from the first settlement of North America to the creation of the territory of Oklahoma. We had almost forgotten to say that the book that has provoked these moralizings is Townsend MacCoun's Historical Geography of the United States, and it ought to be on the desk of every grammar and high school pupil in the United States.

### ARBOR DAY AND ITS PROMOTERS.

Excellent suggestions for the celebration of Arbor Day have been printed by several state superintendents of public instruction, among which we have mentioned Edwards, of Illinois, and Sabin, of Iowa. Superintendent Draper, of New York, has sent out a program full of appropriate suggestions and selections, a portion of which we print on another page. More and more is Arbor Day coming to be observed, not as a day of idleness, but of delightful work.

We desire to say right here that no educational officer in the country is doing more effective work for the advancement of school systems than Judge Draper. His whole heart, and it is governed by a wise and cool head, is in his work. This makes him effective. His uniform examination system is working admirably, for without



the force of legal authority, it is coming to be considered a necessity by all school commissioners. The legislature has recently put the teachers' classes, in academies and high schools, under his care, and it is certain that they will become much more than ever before, efficient instruments for the education of teachers. He is trying to effect concerted action among all state educational departments, relative to the issuing and endorsing of permanent certificates. So far, not much progress has been made, but the time is certain to come when all of the states will recognize the wisdom of united action relative to the character of life diplomas. *We are one nation*, and Judge Draper believes that state superintendents of public instruction should recognize the fact by wisely guarding the entrance into the profession of teaching by uniform requirements, and then endorsing all certificates, thus making them honored in every state in the Union.

It will take six hours to see all the great parade next Tuesday. Sixty thousand men will be in military line. The only difficulty about the whole affair will be that but few, comparatively, will be able to see all that will be there seeing. The crowd will be tremendous, even for this crowded city.

ARBOR DAY was generally observed in New Jersey last week. This is a single straw, showing which way the educational wind is blowing. This old Jersey settlement is pretty thoroughly waked up, for which it has to thank about a dozen wide awake workers within her borders.

THE teacher who is not encouraging nature studies just now is committing a sin.

### A CORDIAL INVITATION.

Teachers visiting this city next week are invited to visit our HEADQUARTERS, 25 Clinton Place. Here will be found the largest stock of pedagogical literature on this continent. The location is central, just off Broadway, near Grace Church and the principal publishers. We shall be happy to show our friends all the attention within our power. Come and see us!

### OFF TO EUROPE.

The teachers' excursion to Europe arranged by Messrs. Henry Gage & Son, is already well under way, we understand, and all who intend joining it should do so without delay, in order to secure a good location on the steamer.

Members of the party will not be obliged to return with the excursion proper, as their tickets will be good for a year, and they can prolong their tour at pleasure. For those who wish to spend a longer time, a two weeks' extension from Paris has been arranged to visit Belgium, the Rhine, and Switzerland.

This party will leave Paris Tuesday, July 23, by a morning express train, and arrive at Brussels early in the afternoon, in time to visit the Cathedral, art gallery, Woertz museum, etc. On the following day a grand excursion will be made to the battlefield of Waterloo. From thence they will go to Cologne, leaving there Friday, July 26, by one of the magnificent Rhine steamers for Mayence.

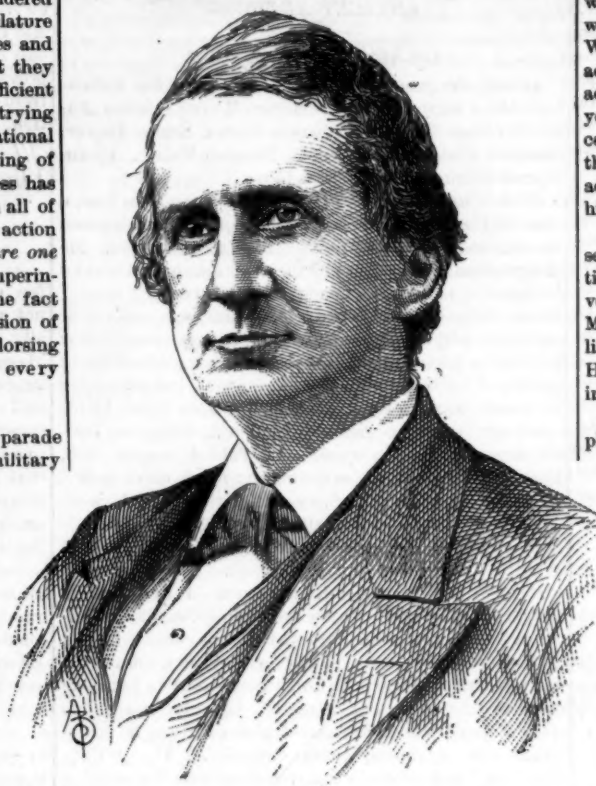
After a visit to Heidelberg, the party will go to Lucerne, where a grand excursion will be made on the lake, and up the Righi by inclined railway.

After Lucerne will come Interlaken, with an interesting trip to the wonderful Grindelwald glaciers. Friday, August 2, the party will take the boat across Lake Thun and go by railway to Berne, where a couple of hours will be allowed for visiting the Bear Pits, Cathedral, and Clock Tower. Thence by afternoon train to Friburg, Lausanne, and Ouche.

The castle of Chillon will be visited, and a trip made down the lake to Geneva.

From Lausanne the party return to Paris *en route* for home. Notwithstanding the low price made for these trips, the traveling accommodations all the way through are strictly first class.

Further information as to the plans of the excursionists, cost of the extension trips, etc., may be had of H. D. Newson, 946 Broadway, N. Y.



WILLIAM HENRY RUFFNER, LL.D.

William Henry Ruffner, LL.D., was born in Lexington, Virginia, in the year 1834. His father was Dr. Henry Ruffner, for many years president of Washington College, now Washington and Lee University. Dr. Ruffner was graduated at Washington College, in 1842, and afterwards studied theology at Union Theological Seminary, Virginia, and at Princeton, New Jersey. The theological training, with its prominent psychological feature, seems to have been valuable in directing his mind to the study of educational philosophy and social science, and in controlling his strong bias in the direction of physical studies. At Washington College he excelled in physical science, and, at Princeton, his best essay-writing was on Genesis and geology. From 1849, to 1851, he was chaplain of the University of Virginia, and, from 1851 to 1853, pastor of the Seventh Presbyterian Church, Philadelphia. While at the latter place, he delivered a course of lectures on the relations of science and scripture.

Broken down in health, he was compelled to resign his charge in Philadelphia, and, returning to Virginia, resided on a farm, but gave increased attention to field geology. In 1860, in conjunction with Prof. Campbell, of Washington College, he began a geological reconnaissance of Virginia, which was continued for several years. Large opportunities for this work, in connection with official duties were opened up, when, in 1870, Virginia called upon him to recognize and control within her borders a system of public schools.

The constitutional provision for public schools in the state was unpopular, yet the legislature of 1870, gave it better effect than they knew, by electing Dr. Ruffner as the first superintendent of public instruction. The difficulties to be encountered would have daunted a less resolute man. Public sentiment was against free schools. Dr. Ruffner wrote in their defense and through newspapers and periodicals, as well as through public lectures and his voluminous annual reports, he sought to bring conviction to the minds of the people. Within thirty days after his election, he had submitted to the legislature an outline school system, which, in a few weeks he elaborated into a complete school law which was passed substantially, as he wrote it, and has never been materially changed. Upon its passage, he organized the schools so promptly and efficiently that at the end of the year, 1870-71, one hundred and fifty thousand children were reported in attendance. He retired from office in 1882. Hon. J. L. M. Curry has thus described his official work: "For whatever of success has crowned the system, Dr. Ruffner is entitled to the credit. His eleven reports are lucid discussions of all the leading subjects pertaining to the organization and management of schools and school systems. They are hardly surpassed in our educational literature, have often been quoted as authoritative, and were honored

with a diploma from the Republic of Chili. Ruffner, will hereafter, be ranked alongside of Mann, Sears, Wickersham, and other such educators. During his administration, he apportioned nearly \$5,000,000, administered \$12,000,000 without bond or security, and yet no item in his accounts was ever objected to, not a cent was lost, and his bitterest opponent never intimated that there was anything mysterious or dishonest in his administration. Every page of the public school history of Virginia is luminous with his triumphs."

When he left public office, he passed at once into the service of the Georgia Pacific Railway, and, in connection with Prof. Campbell, entered upon a physical survey of the country from Atlanta, Georgia, west to the Mississippi river. The report of this survey was published in pamphlet form, and is still much sought after. Having completed this work, he was constantly employed in making geological examinations and reports.

From the beginning of his administration, he had pleaded for the professional training of teachers. Making the state and county institutes very effective, and, always, when possible, giving them dignity and force by his presence and teaching, he yet labored indefatigably, both before and after his retirement from office for the establishment of a normal school in Virginia. In 1884, his views were partly met by a legislative enactment providing for what is now known as the "State Female Normal School" at Farmville. At the first meeting of the board of trustees, Dr. Ruffner was elected by acclamation the first principal of the school, and its organization was left entirely in his hands. Sacrificing his inclinations and large personal interests, he left his loved geologic work and reluctantly accepted the unsought responsibility. Under

his management the success of the school was phenomenal. The prestige of his name attracted to it large numbers of pupils, and secured for it a position, which being an innovation upon Virginia educational methods, it could not otherwise have had. In addition to psychology and didactics, he taught here botany, geology, and mineralogy, attracting to the weekly geology lecture large numbers of the citizens of the town.

In 1887, failing health required change of occupation, and in response to urgent calls from former employers in the geologic field, he returned thither and worked in Alabama, North Carolina, Tennessee, and West Virginia. In the autumn of 1887, he visited Washington territory, and reported on the projected route of a railroad three hundred miles long. Ten thousand copies of this report have been printed. It is probable that the country at large will know Dr. Ruffner best as a scientist, but it is as an educator that Virginia and the South know him best. The next generation will hold him fully worthy of the appellation already frequently applied to him—the Horace Mann of the South.

### SUMMER SCHOOL OF LANGUAGES.

#### AMHERST COLLEGE, MASS.

The session of this school will begin on July 8, and continue five weeks. Instruction will be given in French, German, Italian, Spanish, Latin, Greek, Anglo-Saxon, early English, syntax, and literature. In French and German there will be three grades of classes, and three classes in each grade, besides classes for children, so that students will have the choice and opportunity of following such as are best suited to their special needs. There are circles for review and familiar conversation; also French and German tables at which a teacher presides. This school offers special advantages in the departments of chemistry, drawing, painting, sketching, mathematics, botany, geology, political science, English literature, and physical training. All books used at the summer school can be obtained at Amherst College. All letters respecting rooms, with or without board (except at the hotels), should be addressed to Edwin S. Hunt, Box 617, Amherst Mass. For other information and programs, address Prof. W. L. Montague, Amherst, Mass.

### THE MARTHA'S VINEYARD SUMMER INSTITUTE.

The institute at Martha's Vineyard is the oldest summer school. The present management is energetic and wise. Since it has the advantage of a wide range of "academic courses," embracing music, elocution, languages, sciences, etc., besides the ordinary "school of methods." The session for the coming season will begin July 15, and the school of methods, under the management of Mr. A. W. Edson, state agent of the Massachusetts board of education, will continue three weeks; the



Monroe College of Oratory, under the care of Dr. C. W. Emerson, four weeks; and the academic departments, five weeks. Dr. Emerson's work in elocution and oratory promises to be very successful. The list of instructors includes the names of many of our most prominent educators, among them being Dr. James MacAlister, of Philadelphia; Mr. Aldrich, superintendent of schools, Quincy, Mass.; C. E. Meleney, superintendent, Somerville, Mass.; Prof. William B. Dwight, Vassar College; Prof. Daniel Dorchester, Jr., Boston University; Professor Burgess, Washington high school; J. C. Greenough, Westfield normal school; A. C. Boyden, Bridgewater normal school; Dr. William A. Mowry, president of this institute; and many others. The school of methods is specially well laid out, with thirteen teachers; and there are seventeen academic departments. Board and tuition are very low, and the accommodations are of the best. Martha's Vineyard itself is a very popular summer resort. The location and the strong, vigorous management give this institute a foremost position among the summer schools. Circulars will be sent on application to the president at Boston, or Manager Edison, at Worcester, Mass.

### THE FUNCTION OF THE COMMON SCHOOL.

By REV. PHILIP S. MOXAM.

It is the function of the common school to teach:

(1.) *The Elements of Knowledge.* Of these elements the primary and fundamental are *reading*, which is the art of acquiring; *writing*, which is the art of expression; and *arithmetic*, which is the art of reasoning. On this broad basis is reared the whole structure of human education as a purely intellectual achievement.

It is the function of the common school to teach:

(2.) *The Elements of Industry.* On this point, I anticipate, to some extent, the results of tendencies which are working with increasing force and breadth, at the present time, in so much of the public mind as is seriously turned to the study of general educational and social needs. Industrial training, as to its elements, at least, logically belongs to the scheme of education which a common school system properly contemplates. Our schools must produce not only *knowers*, but also *doers*.

It is the function of the common school to teach:

(3.) *The Elements of Morality.* The teaching of morality contemplated here is (a) a careful and persistent discipline of children in moral habits. A child can acquire a moral habit before it can grasp intelligently a moral principle. It is a vital part of common school education to produce in the pupils the moral habits of obedience, order, cleanliness, courtesy, truthfulness, honesty, self-control, and scrupulous regard for the rights of others. To these may be added unselfishness and reverence for all that is good and sacred. But along with discipline in moral habits there must be (b) careful instruction in elementary moral principles. Habits will thus be justified and re-enforced. Such instruction is not yet provided for, save to a degree, in the personal character and influence of teachers; but elementary text-books of practical ethics will be forthcoming for use in the grammar if not in the primary school.

(2.) A second and very important function of the common school, and one which it discharges by virtue of its very constitution and aims, I will designate the *Social Function*. A school is a great social force. Its influence works upon childhood, when mind and heart are most plastic, and is felt through all the after life. The common school belongs to the fundamental idea of a republic as much because of its social significance as because of its educational aims.

The common school is the natural foe of caste, and it fosters that social spirit which belongs to the very life, and is essential to the enduring integrity of the republic. This heterogeneous mass of foreign life must be assimilated to the organic life of the nation, or remain as a perpetual source of peril. Assimilation naturally takes place most rapidly among the young. The common school system of our land furnishes the chief assimilative force.

To sum up the whole discussion on this point in a few words—it is the function of the American common school: (a) to furnish a wholesome and thorough primary mental training for every child in the land; (b) to develop thrifty, skilful, and productive workers; (c) to make good citizens by inculcating those principles of morality, patriotism, and true social life, without which a republic, however rich its resources, and however favorable its natural situation, cannot long endure and prosper.

### EMINENT AUTHORS.

#### FOR THE LITERATURE CLASS.

Among the great writers of this century, the following hold a high rank: Paul Heyse, Hans Christian Andersen, John Stuart Mill, Ernest Renan, Esaias Tegner, Gustave Flaubert, Frederick Paluden-Muller, Bjornstjerne Bjornson, and Henrik Ibsen.

*Paul Heyse* was born in Berlin in 1830, and has been a most industrious writer; lyric and epic poems, dramas, novels, and romances, have come from his pen. He brings prominently forward the consolation that resides in nature; nature is the source of his poetry; in fact, nature is his creed. Nature he says imparts nobility or the incapacity to commit any low or base deed. Few poets have portrayed such a series of characters without guile and without vulgarity; if he has a bad character he is sure to repent. Exception has been taken to his creations in that his men and women do things no mortal men and women would do. Tolstoi creates such, also; but Heyse is not so dramatic; nor is there such a vein of earnestness. He is an author that appeals wonderfully to women, especially to young ladies. While his poetry may not be lasting, there is so much grace in it that he has won popularity.

*Hans Christian Andersen* was born in Denmark in 1805, and became known to every child by his wonderful nursery stories; the only way to know him is to read his stories; the "Tinder Box" was his first effort; he had tried various methods to attract attention but none succeeded till this was printed. The children in his stories speak with a frankness that charms; he has a remarkable sympathy with child-life. The "Ugly Duckling" is a masterly story, and exhibits the creative power of the writer in its best light. Though laid in the grave many years he is still affectionately remembered.

*John Stuart Mill* is one of the most remarkable thinkers the world has ever produced; in fact, he is a king in thought-land. He began early to study, in Greek when three years of age, and political science when only thirteen. He deems the "woman-equality-question" the most important of all political questions; in fact, he is considered almost a fanatic upon it. Only as a curiosity we cite his words on another question:—"It is not inconceivable that two and two might make five." Again, "If we possessed the sense of sight and not of touch we would not doubt but two bodies could occupy the same space."

*Ernest Renan* has repelled many readers by his spirit of scepticism, yet he is a remarkable thinker and writer. He has written on religion and has produced many critical works. He is opposed to compulsory education, calling it tyranny. One of his favorite remarks is: "There is nothing that can hold so much as a German head." This is wonderful when the relations of the two countries are considered. He deals with all subjects with fairness. His "Life of Jesus" was written when young, and has an egotistical vein.

*Esaias Tegner* was a Swedish poet of considerable fame; he was born in 1782, and held a professorship in the University of Lund as well as a pastorship. His "Children of the Lord's Supper" is known to us by Longfellow's translation. We cannot understand here the intense devotion of his countrymen to him; they almost worship his memory.

*Gustave Flaubert* was born in 1821 and lived 59 years. He wrote but seven volumes, but all show him to be a master-hand in description. His first novel was "Madame Bovary." A writer says: "Every clause is put together so that it is as enduring as a mosaic." He was a hard-worker. In preparing for one of his books he read 98 volumes and made a journey to Tunis besides. Yet he failed: he labored too much and too heavily.

*Paluden-Muller* was born 1809, died 1876, and was the greatest Danish writer of the century. He was a writer of poems and comedies; the most important of these are "Adam Homo" and "Kalanus."

*Bjornstjerne Bjornson* was born in 1832, and is known as the great writer and poet of Norway. Stories, songs, and dramas seem to flow from his pen. Great as a writer, he has also been great as a statesman, having struggled unweariedly to secure the independence of Norway while united with Sweden. The attempt had been made to limit her independence though she is well-nigh a republic. After his visit to the United States in 1880, he became a great popular orator and is a leading man in his country.

*Henrik Ibsen* was born in Norway in 1828. He was an apprentice in a drug store for a time, and worked his way into literature through great difficulties. He struggled against poverty while writing his most charming poems. Failing to obtain the recognition he felt he de-

served at home, Ibsen roamed to Munich, to Dresden, and to Italy. His words "with sorrow's scrip and sandals made for roaming," describes his condition. His prevailing tone is rather despondent, but this comes from his temperament. He says: "My calling is to question, not to answer."

### HOW NOT TO MAKE READING INTERESTING.

By FLORENCE P. DAVIS.

At first sight this problem would seem to present but few difficulties. In reality it requires persistence and not a little ingenuity to accomplish this end. Naturally, the child likes to read, and is extremely proud of his small successes in this direction. Only faithful and long-continued indifference on the part of the teacher will convince him that this is, after all, a matter of little importance. Therefore, it is important in the first place to impress clearly upon the mind of the pupil, the fact that *reading* is of no consequence. Begin with the primary classes. Let the teacher devote his or her best energies to counting, spelling, writing, or even singing, but let the reading lesson be left until the last fifteen minutes before dismissal. When the pupil is ready for his first promotion, look carefully to his knowledge of numbers or figures, and even see that he can spell reasonably well; but let his manner of reading make no difference. This plan carefully followed for three or four years will convince the child that "reading doesn't count." By the time he is ready for the fourth reader no eloquence on the part of the teacher will be required to persuade him to leave the preparation of his reading lesson until geography, arithmetic, language, and even spelling, have been disposed of. Indeed, by that time his mental faculties will probably be so exhausted that he will be unable to remember that he *has* a reading lesson.

Having carefully taught the *pupil* that reading will not affect his standing, let the *teacher* be imbued with the same idea, and but little more will be required to make the reading period a bore to teacher and pupil alike.

Another important point—avoid having too much reading matter. One reading book, thoroughly read and re-read so that the pupil can, if need be, read equally as well with his book closed as open, is far better than a dozen skimmed over superficially. Our school boards need to be educated up to the point of seeing that one book of three hundred pages, is all that a pupil *can* read in a year—if two years can be spent on it so much the better.

In two of our grammar classes we are trying the experiment of taking a weekly paper—the *Youth's Companion* and *Harper's Young People*. It is to be feared, from the fact that a few of the pupils prepare their lessons at home in order to have time to read these papers, that they are becoming interested. If they thereby lose their interest in the standard dime novel, "what is to become of our boys"? Let the teacher at least show her principles by not using outside books or papers in the class. Pupils are liable to become interested in anything new. Novelty should by all means be avoided. For the same reason never vary the manner of conducting the recitation. The good old plan of letting "the next read the next," has the sanction of time and long usage. Were not our fathers and grandfathers taught in this manner? Any other method is destructive to the peace of mind of the pupil, and is a great and unnecessary strain upon his nervous system. By the plan recommended, an ingenious boy may readily find what paragraph he will be called upon to read; and, having fixed this in his mind, can devote himself to tormenting his neighbor without fear of interruption.

Doubtless many of the nervous diseases of to-day are the result of our vaunted "modern educational method." I should like here to enter a protest against expecting the whole class to pay attention to the reading. It is a waste of time. "A pupil learns to read," we are told, "by reading." Why then should he not study arithmetic or geography while his neighbor reads?

Surely another's reading will do him no good. Do not encourage pupils to criticise each other's reading. Two good reasons suggest themselves for this. First, the pupils will most probably become interested, against which we cannot caution you too carefully. Secondly, it is to be feared that the pupils care more for the criticisms of each other than for that of the teacher, and thus his influence may be weakened.

To such minor points as position, articulation, expression, devote as little attention as may be. Even an old story well read will frequently attract the attention of the class, and suggest possibilities in reading to which



the pupil should be blinded; therefore, the more monotonous the reading the better.

As we said in the beginning, let the foundation of carelessness and inattention be well laid, and the work of the teacher in later years will affect the result but little. Let the primary teacher take heart, and let the good work go on.

### THE TEACHER ON THE SCHOOL GROUND.

By WM. F. PORTER, White Haven, Pa.

Wherever the pupils in our public schools go on to a common ground to play together, the teacher should go with them. If the school is a large one, employing a number of teachers, the principal should go out, and, if possible, have the teachers go with him. Pupils are usually sent to the play-ground alone, and left to take care of themselves. This is wrong. If the weather is fit for some to be out, all should go out. If the pupils' work cannot be examined and corrected at any other time, let it go. If lessons must be written on the board, allow some of the older pupils to write them during regular school hours. The teacher needs the exercise, fresh air, and recreation, as much as the pupil. Much of our success lies in the sympathetic relation existing between us and our pupils. This relation is best established in places where, and at times when, most feeling is shown. It is possible to do something toward establishing it through the work in the class-room. Comparatively little can be done there, however, because of the general lack of spontaneous enthusiasm. Pupils get interested in their work, but it is not the same kind of interest that is shown when they throw themselves into their play. On the play-ground boys and girls are seen at their best. There, all their varied emotions are seen to play. By contact with the pupils in the emotional state, the teacher can establish himself firmly in their esteem and affection if he is always just and impartial; and the influence thus acquired will help him greatly in all his school work.

When he goes in the school-room he can say, "Now, boys, I like to see the fellow on the grounds who can stand at the bat, watch the ball, hit it at the right time, and make a 'homer' every time; or, if playing marbles, can hold his hand steadily and pop the other fellow's without missing once; or, if in a tug-of-war, can hold back with all his might till some one gets pulled over the line. But that is not all he should be able to do. When he is in the spelling class, he ought to stand up in a business-like way, and knock his word every time. He should get his tables so well that he can pop them off without making a single mistake. And when he gets hold of a hard problem, he should tug and pull at it, till he gets it over the line. Now let's all come right down to hard work, and see if we can't do as well in here as we do out on the grounds. How many are going to try? Hands up. Good! See that you do it."

By his presence on the play-ground a teacher prevents many quarrels, and is always ready to settle matters of dispute, to encourage the timid, to protect the weak, and to repress the bullies.

Some children, by their timidity, do not get as much good from the play at recess as they should. A kind word and an affectionate touch, will soon loosen the tongue and open the heart of such a one. A little tact will then draw them into suitable games. The more confident and self-reliant pupils may be specially appointed to take care of the timid ones, and thus a double good is done.

Bullies, with a spirit more or less developed, are found everywhere; and the play-ground is a particularly good place for them to exercise their meanness.

Finally, the teacher himself will be broadened by his experience. Conditions will present themselves to his mind in a new light. Many things that he never would have dreamed of while sitting in a room, will enrich him to an extent he never would have thought possible, and he will be better fitted for his work in every way.

### THE VALUE OF PSYCHOLOGY TO THE TEACHER.

By REV. R. H. QUICK, Redhill, Surrey, England.

The value of psychology for the teacher is now pretty generally recognized. We have been affected by the scientific spirit, and see that there is no real opposition between theory and practice. There was a time when "theory" meant "hypothesis," "conjectural explanation," which might be true, but was far more likely to be false. Now we take theory for the light which reason throws on anything, and we find that this light

makes intelligible much that would otherwise be obscure, and helps us to correct much that has hitherto been wrong. So teachers are no longer content to do to others as was done to them, and are willing to inquire what light "our mental philosophers" can throw "on the methods of practical education."

Those who will not be at the pains to get at the true explanation of what they are about are pretty certain to catch up some false explanation. Many teachers "of the old school," who were so practical, and laughed at "theoretical notions," were really governed by notions which were "theoretical" in the worst sense ever given to that ill-treated word. They had, e. g., a theory of the memory which was all wrong. If you ask, "How does a man walk?" and you are told, he walks with his legs, the answer is by no means exhaustive, but it does point to a fact. On the other hand, if you ask, "How does a man remember?" and you are told, by his memory, you are paid with words, and get nothing at all. Yet teachers thought they knew what the memory was, and supposed they were "strengthening the memory," and so fitting their pupils for the business of life, when they were forcing them to say "without book" long strings of useless and often meaningless words. As this was the outcome of the "the home-bred sagacity of operative men" we have surely done well in exchanging their theoretical notions for theory indeed.

Theory, properly so called, leads us to cultivate the thinking power of the mind. It is this that has enabled eminent men, especially eminent scientific men, to perform such feats of "memory." The uneducated mind fastens on all the unimportant details, and cannot recall a sequence of events without them.

It may perhaps be objected that I have no claim to be considered an authority on mental science. This I am forced to admit. I have been all my working life one of "those operative men." But now that I am an operative no longer, I look back and see that my endeavor to let my consciousness play freely round my occupation and get at the theory of it, has been of immense service to me, and, as I fain would hope, to those I have taught also. It has at least made my work interesting to me, and no man can interest his pupils if he is not interested himself. So my desire is, in whatever time there may be left me, to point out the source of interest to young teachers. The lamp has been a useful one to me, and while I can I would gladly pass it on to some younger hands, in which it will burn more brightly than it has in mine.

## THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### CHRONOLOGY FOR SCHOOL USE.

- May 5—John W. Draper, Am. scientist, born—1811.
- May 6—Alex. Von Humboldt, Ger. scholar, died—1859.
- May 7—Salmon P. Chase, Am. lawyer, died—1873.
- May 8—Rob't Morris, American financier, died—1806.
- May 9—Fred. Schiller, German poet, died—1805.
- May 10—Theo. Parker, Am. clergyman, died—1860.
- May 11—J. F. Wm. Herschel, astronomer, died—1871.

### A CHAIN OF QUESTIONS FOR PATRIOTIC BOYS AND GIRLS.

APRIL 30, 1890.

By MARGARET W. LEWIS, New York City.

1. In what city do you live?
2. In what state?
3. In what country?
4. What is the title given to the chief ruler of the United States of America?
5. Who is now president of the United States?
6. Where was he made president?
7. When was he made president?
8. What long word may be used instead of the word made? Inaugurated.
9. What do we call the day on which the president is inaugurated? Inauguration day.
10. Who was the first president?
11. Where was he inaugurated?
12. When was he inaugurated?
13. How many years since he was inaugurated?
14. What period of time is one hundred years?
15. Then what period of time has passed since Washington was first inaugurated?
16. What are we celebrating to-day? The centennial anniversary of the inauguration of Washington.
17. What do we mean by these long words? We mean that it is one hundred years, or a century, since Wash-

ington was first made president of the United States of America.

18. Why is the celebration held in New York City? Because Washington was inaugurated in New York City, which was the capital of the United States in the year 1789.

### ARBOR DAY SUGGESTIONS.

In 1887, 412 districts in Connecticut planted 4,159 trees and shrubs. Arbor Day originated in Nebraska in 1873. It has since been established in thirty-four of our states and two of our territories. Statistics show that there have been planted in Nebraska since Arbor Day was instituted 855,560,000 forest, shade, and fruit trees. In 1887, 304 schools in Florida are reported as participating in Arbor Day exercises, and 5,129 trees were planted.

There are three trees, easily transplanted, which will grow where nothing else will, but are short-lived, easily injured, and need special attention. These are silver maple, Carolina poplar, and box elder. The best for street and lawn are sugar maple, red maple, linden, and elm. Desirable for lawn or yard, tulip tree, red oak, willow oak, black cherry, and sweet gum. Suitable for special positions, sycamore, black birch, ash, black walnut, chestnut, and beech.

Superintendent Draper, of this state, suggests an order of exercises, which we give because of its excellence. Several excellent programs have recently been published in the SCHOOL JOURNAL.

1. Devotional exercises:
  - a. Reading of Scriptures.
  - b. Prayer.
  - c. Song.

Scripture lesson may be read by one person, or different scholars may each repeat a verse or a sentence. Or it may be made a responsive service, the teacher repeating one sentence and scholars the rest.

2. Reading of the law establishing Arbor Day.

3. Reading of superintendent's circular, and of letters in reference to Arbor Day.

NOTE.—Many teachers and others in charge of exercises may choose to invite letters appropriate to the occasion from prominent persons in the different localities, who are unable to be present.

4. Song.
5. Appropriate recitations by eleven pupils.
6. Reading or declamation.

7. Song.

8. Address, "Our School-houses and our Homes, How to Beautify Them."

NOTE.—Any other appropriate subject may be selected.

9. Song.

10. Brief essays by different scholars.

First scholar may choose for subject, "My Favorite Tree is the Oak," and give reasons. Other scholars may follow, taking for subjects the elm, maple, beech, birch, ash, etc. These essays should be very short.

11. Song.

12. Voting on the question, "What is the Favorite State Tree?"

13. Reading or recitation.

14. Song.

15. Organization of local "Shade-Tree Planting Association."

NOTE.—The scholars should at least appoint a committee to serve for a year, to see that trees planted are properly cared for.

16. Song—"America."

### PROGRAM—AT THE TREE.

Suggestions: Arriving at the place designated for the planting of a tree, everything should be found in readiness by previous preparation in order that there may be no delay. By arrangement the tree should be dedicated to some particular person, as may have been decided. It would be well to have printed or painted on tin or wood, and attached to the tree, the name of the person to whom it is dedicated.

After a marching song has been sung on the way to the tree, the following order of exercises is suggested:

1. Place the tree carefully in position.

NOTE.—When advisable the tree may be placed in position in advance of the exercises.

2. Song.

3. A brief statement by the teacher or another concerning the person to whom the tree is dedicated.

4. When practicable recital of quotations from the writings of the person thus honored.

5. Let each pupil in the class, or such as may be designated, deposit a spadeful of earth.

6. Song.

NOTE.—Where impracticable to plant trees, shrubs, vines, or flowers may be substituted. A flower bed may be laid out, and vines set in or seeds planted.

### OBJECTIVE METHOD IN GEOGRAPHY.

The facts proposed to the pupil in the usual text-book amount to many thousands; the learning of them is a serious difficulty, and a period of several years is devoted to the task. To the teacher there is constantly presented the practical question, "How shall I lodge these facts quickly and securely in the memories of my pupils?" Teachers of experience seem to agree that the drawing of maps will greatly aid in the acquisition of geographical facts.

But there is an increasing number of teachers who



feel that the study of geography has a scientific basis and who desire to do a better thing than merely accumulate facts in the pupil's memory. To study geography means to them to study the earth, the Heaven-planned home of mankind, fitted up with immeasurable wisdom, securing his happiness and welfare, employing his activities, accomplishing his development.

The facts that are to be learned about the earth concern a grand unity, and have an organic relation. The thoughtful teacher sees that geographical facts are closely connected with geographical forms, and really are an expression of them.

The teacher who looks at geography from a scientific standpoint asks, "How can the subject be presented so that the structure and life of the earth may be impressed upon the pupil's mind?" He feels that this may be accomplished best by engraving the geographical forms (so to speak) upon the memory, and then associating the facts with them. He accustoms the pupil to produce the forms, and to express the facts relating to those forms.

But there is another question asked by all teachers, whether they look at the subject from scientists' or drill-masters' point of view: "By what methods can the pupil be interested in geography?"

It has long been known that the drawing of maps produced a great interest in the study of geography, and it is practiced by many teachers for that purpose alone.

From whatever point of view it is pursued, comparatively little good will result, unless the teacher and pupil pass from the stage of *map-copying* to that of *map-creating*.

To merely copy a map with fidelity is not an operation that possesses much educational merit. To use earth-forms to give expression to earth-knowledge is quite another thing; it is like a piece of fine penmanship compared with the written page that comes from the hand of the thinker.

The writer would urge the use of map-creating and map-building as a far more useful and interesting exercise than map-copying; especially does it arouse the deepest interest.

The reasons why map-drawing, of the kind suggested, arouses so deep an interest, are mainly these:

1. The eye of the pupil is addressed.
2. He *does* something; he *makes* the maps.
3. He talks about them in explaining them.
4. He goes from the known to the unknown, beginning with his own state; he widens out on all sides, employing the concentric method—the method of nature.
5. His acquired knowledge is easily blended with new knowledge by reviews, in which it is possible to infuse an interest.

Practically, the teacher who employs the methods suggested will find (if he does not reach the geographer's position) that he becomes certain as to the lodgment of knowledge. If the pupil can draw a map of Ohio, and locate its rivers and towns, that pupil must *know* Ohio. Even if the teacher has no time to hear the pupil explain all he has drawn, he feels that there is real progress. To those who have several grades and need to economize time in every way, these methods will be found invaluable, for while one class is reading, another can be drawing maps.

#### SCHOOL APPARATUS.

The general idea that arises when "apparatus" is mentioned, is of globes or air-pumps; and the average teacher thinks that to procure it is impossible. But the term "apparatus" covers a large field; pens, pencils, text-books, crayons, chalk-brushes, stencils, rulers, etc., are "apparatus" in the proper sense of the term. But this is but a part of the needful apparatus that should be in the hands of the average teacher, and be employed in the average school-house. It is proposed to speak in this article of the use of

#### ENVELOPES.

Large envelopes, not less than four by eight inches, are very useful; they are almost indispensable. If they are not used, then something more expensive must take their place. Envelopes are advocated because of their cheapness, and because they come within reach of every teacher.

It is better for the teacher to have each pupil *make his own envelopes*. The ordinary manilla paper of the stores is just the thing; let each contribute a cent and buy in quantity. Then let a pattern be furnished, and have them cut out and pasted. Demand style and

finish. If the pupils are very young, let them cut out and make several from newspapers, before they undertake one from manilla.

#### KEEPING THE ENVELOPES.

Empty envelope boxes that can be got at any store can be used; but it is much, very much better to let the pupils make boxes. For this purpose, ordinary book or straw board can be got, and it is very cheap.

#### USE OF THE ENVELOPES.

On one box put PENMANSHIP in large letters (we should prefer *penning*, and hope the term will be adopted.) In this put the envelopes which contain specimens of the pupils' writing. During the first week of the school let each give a little specimen of his ability, date it, and sign his name. These specimens in an envelope will go with the "Penmanship box," and be marked "first week." Each week specimens will be gathered; so that if there are forty weeks there will be forty envelopes in the "Penmanship box" at the end of the year. Here let it be noted that a certain form should be given for the "specimen," and it should be rigidly followed. Put the "form" on the blackboard, and require it to be followed. It should have the name of the pupil, the date, and the specimen.

#### RECREATION QUERIES.

By C. L. GRUBER, Womelsdorf, Pa.

#### GEOGRAPHY.

1. At what point in the Gulf of Guinea is there no latitude and no longitude?
2. From what is Senegambia derived?
3. Where is the "Holy Sea"?
4. Which are the three smallest republics?
5. What country is protected by dikes?
6. What is a crevasse?
7. How is the current at the mouth of the Mississippi kept in place?
8. Where is the magnetic pole?
9. From what meridian did the early navigators reckon longitude?
10. What is the "Rhine of America"?
11. Why was England once called Albion?
12. Who colonized Sierra Leone and Liberia?

#### FOR THE LITTLE FOLKS.

1. How many days in a year?
2. Which month has least days?
3. Who was the first president?
4. Give five words in which there is a silent letter.
5. Name the days of the week.
6. What is the right name for Polly, Fred, and Dick?
7. Name five wild animals you have seen.
8. What is the cry of a horse called? of a dog?
9. What town is nearest your home?
10. How many cents in a dollar?
11. For what does "Mr." stand?
12. What is a chipmunk?

#### MISCELLANEOUS.

1. What is meant by galvanized iron?
2. How fast does electricity travel?
3. What causes paper suspended from the ceiling of a heated room to move about?
4. What is the only bird that can see an object with both eyes at once?
5. What common animal carries its food in cheek-pouches?
6. Why are the ends of the rails on a railroad not laid against each other?

#### CURRENT EVENTS.

1. What other name have the Samoan Islands?
2. What is the "Australian system" of voting?
3. What is meant by "Ballot Reform"?
4. What is done with the dies of the United States mint at the close of each year?
5. Where will the Union Pacific car-shops be built in spring?

#### HISTORICAL CONUNDRUMS.

The answer to each of these is the name of some historical personage.

1. A boy's name and a lake.
2. A woman's work and a heavy weight.
3. A worker in iron.
4. A kind of fish and a piece of land fenced in.
5. A boy's nickname and a male relation.
6. To cut through with a sharp instrument.
7. A side glance and a village.

8. A kind of grain, something made of stones, and a verb.

9. A writing instrument.
10. The completion of anything, a pronoun, and a kind of bed.
11. Something made by a pencil and a piece of cured pork.
12. The first is done to the second, which is a kind of bed.

#### REVIEW QUESTIONS UPON THE PRESIDENTS.

By ANNA JOHNSON.

- Which presidents served two terms?  
Which presidents declined re-election after serving two terms?  
Which presidents distinguished themselves as generals?  
Which presidents died in office?  
Which died a natural death?  
Which were the martyrs?  
During whose administration was the Kansas-Nebraska bill passed?  
Which presidents distinguished themselves as statesmen?  
During whose administration did the Civil war begin?  
During whose administration did it continue?  
Which president was educated at West Point?  
Which president liberated the slaves?  
Which vice-president fought a duel?  
Under whom was he president?  
During whose administration was the war of 1812?  
In whose administration was the Missouri Compromise?  
Which three ex-presidents died July 4?  
Which two died on the 50th anniversary of the Declaration of Independence?  
Who wrote the Declaration of Independence?  
In whose administration was the cotton gin invented?  
In whose administration did William H. Harrison make himself famous at Tippecanoe?  
Which ex-president traveled around the world?  
Which president was son of a president?  
Which one was grand-son of a president?  
What president had been sent as an ambassador to France?  
Who was president when the emigrants began to flock to this country?  
Who was president when Florida was bought of Spain?  
During whose administration was the "era of good feeling"?  
Who was president when Gen. Lafayette visited this country?  
Who was president when South Carolina first thought of seceding?  
Who was president when it did secede?  
During whose administration was the Anti-slavery Society formed?  
Who was called the "Log Cabin Candidate"?  
Who lived but one month in office?  
What vice-presidents became presidents?  
What president was in office when the capital was changed to Washington?  
What president passed the law forbidding the African slave trade?  
What president received the same number of votes as his opponent, and the House of Representatives decided?  
Who was president when steamboats were invented?  
Who was president when the capitol and president's house were burned?  
What president when he was general built cotton breast-works at New Orleans?  
Which president was married while in office?  
Which ex-presidents are still living?  
During whose administration was the Mexican war?  
Who was president when a treaty was made with Japan?

#### PRIMARY NUMBER SUGGESTIONS.

Plants and numbers should be taught by precisely the same method. First, the whole plant, or number, is observed; then the parts on the plant or number, or severed from the whole; afterward the plant or number is to be compared with all other known plants or numbers.

The first steps in number should be taken with great care. After the child has been made thoroughly at home in the school-room, the teacher should ascertain by careful and repeated tests just what it knows of numbers. This examination should be made under the most favorable cir-



circumstances, and extend over a period of not less than two weeks.

"Bring me so many blocks." The teacher holds up each time the number. "Show me so many." "Touch so many." "Make so many marks upon the blackboard." "Take some blocks in your hand." "How many have you?" This question is the first request for a sign of number. Then may follow the directions, "bring," "show," "touch," "make," three blocks, three marks, etc. "How many hands have you? arms? legs? feet? noses? eyes? ears? mouths? chins?" "How many — have I in my hand?" "Now how many?" "Clap your hands three times." "Stamp three times." "Open your mouth three times." "Shut your eyes three times."

#### AMERICA.

O! mother of a mighty race,  
Yet lovely in thy youthful grace!  
The elder dames, thy haughty peers,  
Admire and hate thy blooming years;  
With words of shame  
And taunts of scorn they join thy name.

For on thy cheeks the glow is spread  
That tints thy morning hills with red;  
Thy step—the wild deer's rustling feet  
Within thy woods are not more fleet;  
Thy hopeful eye  
Is bright as thine own sunny sky.

Aye, let them rail, those haughty ones,  
While safe thou dwellest with thy sons.  
They do not know how loved thou art,  
How many a fond and fearless heart  
Would rise to throw  
Its life between thee and the foe.

They know not, in their hate and pride,  
What virtues with thy children bide—  
How true, how good, thy graceful maids  
Make bright, like flowers, the valley shades;  
What generous men  
Spring, like thine oaks, by hill and glen;

What cordial welcomes greet the guest  
By thy lone rivers of the West;  
How faith is kept, and truth revered,  
And man is loved, and God is feared,  
In woodland homes,  
And where the ocean border foams.

There's freedom at thy gates, and rest  
For earth's down-trodden and oppressed,  
A shelter for the hunted head,  
For the starved laborer toil and bread.

Power, at thy bounds,  
Stops and calls back his baffled hounds.

O fair young mother! on thy brow  
Shall sit a nobler grace than now.  
Deep in the brightness of thy skies,  
The thronging years in glory rise,  
And, as they fleet,  
Drop strength and riches at thy feet.

Thine eye, with every coming hour,  
Shall brighten, and thy form shall tower;  
And when thy sisters, elder born,  
Would brand thy name with words of scorn  
Before thine eye  
Upon their lips the taunt shall die.

—WILLIAM CULLEN BRYANT.

#### CENTENIAL HYMN.

Our fathers' God, from out whose hand  
The centuries fall like grains of sand,  
We meet to-day united, free,  
And, loyal to our land and Thee,  
To thank Thee for the era done,  
And trust Thee for the opening one.

For Art and Labor, met in truce,  
For Beauty, made the bride of Use,  
We thank Thee; while, withal, we crave  
The austere virtues, strong to save,—  
The Honor, proof to place or gold,  
The Manhood, never bought or sold.

Oh! make Thou us, through centuries long,  
In Peace secure, in Justice strong;  
Around our gift of Freedom draw  
The safeguards of Thy righteous law;  
And, cast in some diviner mold,  
Let the new cycle shame the old.

—JOHN G. WHITTIER.

#### PATRIOTIC SELECTIONS.

##### I.

So, then, our last words shall be for the Union. The Union will guard the fame of its defenders, will keep alive for mankind the beacon-lights of popular liberty and power; and its mighty heart will throb with delight at every true advance in any part of the world towards republican happiness and freedom.

—GEORGE BANCROFT.

##### II.

Liberty, I repeat, is a solemn thing. The world, up to this time, has regarded it as a boon, not as a bond. And there is nothing, in the present crisis of human affairs, there is no point in the great human welfare, on which men's ideas so much need to be cleared up,—to be advanced,—to be raised to a higher standard, as this grand and terrible responsibility of freedom.

—ORVILLE DEWEY.

##### III.

Columbia, Columbia, to glory arise;—  
The queen of the world and the child of the skies;  
Thy genius commands thee; with rapture behold,  
While ages on ages thy splendors unfold.

Thy reign is the last and the noblest of time,  
Most fruitful thy soil, most inviting thy clime;  
Let the crimes of the East ne'er encrimson thy name,  
Be freedom, and science, and virtue, thy fame.

—TIMOTHY DWIGHT.

##### IV.

It is obvious that liberty has a more extensive and durable foundation in the United States than it ever has had in any other age or country. By the representative principle, a principle unknown and impracticable among the ancients, the whole mass of society is brought to operate in constraining the action of power and in the conservation of liberty.

—GEORGE MC DUFFIE.

##### IV.

To thee, O country great and free,  
With trusting hearts we cling;  
Our voices tuned by joyous love,  
Thy power and praises sing;  
Upon thy mighty, faithful heart  
We lay our burdens down;  
Thou art the only friend who feels  
The weight without a frown.

—ANNA PHILIPINE EICHBERG.

##### V.

The name American itself is sufficient to inspire within the bosom of every one, who so proudly claims it, a holy zeal to preserve forever the endearing epithet. This Union must and will be preserved! Division is impossible. The Divine Architect of nature, Himself, has said in His lofty mountains, and majestic rivers, "Be United!"

—ALEXANDER HOGG.

##### VI.

Though many and bright are the stars that appear  
In that flag by our country unfurled,  
And the stripes that are swelling in majesty there,  
Like a rainbow adorning the world,  
Their light is unsullied as those in the sky,  
By a deed that our fathers have done,  
And they're linked in as true and as lofty a tie,  
In their motto of—"Many In One."

—GEORGE WASHINGTON CUTTER.

##### VII.

Hasten the day, just Heaven,  
Accomplish thy design,  
And let the blessings thou has freely given,  
Freely on all men shine,  
Till equal rights be equally enjoyed,  
And human power for human good employed;  
Till law, not man, the sovereign rule sustain,  
And peace and virtue undisputed reign.

—HENRY WARR, JR.

##### VIII.

Patriotism, whether we reflect upon the benevolence which gives it birth, the magnitude of its object, the happy effect which it produces, or the height to which it exalts human character, by the glorious action of which it is the cause, must be considered as the noblest of all the social virtues.

—INCREASE COOK.

## TOPICS FOR DISCUSSION

### IN THE SCHOOL-ROOM.

NOTE.—These paragraphs can be used with great profit to pupils in thousands of schools. They may be read and questions asked concerning the subjects suggested. An interesting conversation lesson can be conducted, that will afford a great deal of both pleasure and usefulness.

#### BOULANGER AND THE FRENCH MINISTRY.

The decision of the French republic to prosecute Gen. Boulanger, brings up an interesting question. It is well known that he has plotted to overthrow the government; but he claims that he cannot be convicted because he has done it openly. The question is really one of public opinion. No American, however, will take the ground that the government has not power of self-preservation. Gen. Boulanger and the League of Patriots hold that freedom requires that they should be permitted to plot against the government, but that the government should take no steps to prevent the execution of their plots. It is apparent, though, that had the French ministry allowed Boulanger to go on preparing for a coup d'état like that of 1851, it would have inspired the French people with a contempt for the government that would have very greatly aided the scheme.

#### CANADA'S OCEAN STEAMSHIP LINE.

Mail steamers will soon cross the Atlantic at an average rate of twenty knots per hour, landing at Halifax in the winter, and Montreal in the summer. There will be a fortnightly service from Vancouver, to China and Japan, with an extension to Australia, and New Zealand. The Canadian government has granted the company large subsidies.

#### THE VENEZUELA BOUNDARY DISPUTE.

The dispute in regard to the boundary line of Venezuela has not yet been settled. Great Britain is accused of taking advantage of the sparsely settled country there to advance her claim in the direction of the Orinoco. The original western boundary was the Essequibo. In 1844, Lord Aberdeen suggested that England would accept the River Moroco as the boundary. Had the Venezuelans closed with this suggestion, there would have been no complaint at the present time. They would not accept it, however, and ever since, pending the settlement of the question, England has steadily pushed ahead until she has finally seized the possession she coveted—Point Barima, at the mouth of the Orinoco. This gives her the practical control of the most important river in northern South America.

#### MODERN NAVAL WARFARE.

A sea-going torpedo vessel has been contracted for by the United States, that promises to rival in speed the famous *Ariete* of the Spanish navy. The use of torpedo boats possessing all the requirements of sea-going cruisers, has been a feature in maritime warfare of comparatively recent date. The torpedoes to be fired from the new vessel, will be ejected from torpedo tubes resembling two long cannon, with muzzles protruding, one on each side of the bow. If she can get within 300 yards of an enemy's vessel, the chances are that the latter will be sunk by one of the torpedoes fired from the torpedo tubes of the attacking boat. The torpedo when fired will shoot along under the water at a depth of ten or fifteen feet, and diving under nets, booms, or other obstructions will eventually, if properly aimed, strike the side of the vessel when an explosion will result from percussion.

#### A STEAMSHIP DISASTER.

Great concern was felt for the fate of the passengers of the steamship *Danmark*, of the Thingvalla line, which sailed from Stettin for a trip across the Atlantic and was found, by the Inman steamship *City of Chester*, abandoned, far out at sea. The *Danmark* was an old merchant vessel refitted for passenger service, and it is alleged that the steamship company, in face of the fact that the vessel was only intended to carry 255 persons, on this trip took 750. To make matters worse there were only six life-boats on board and one life-raft. It is said that the overcrowding of this vessel was due to the over-anxiety of the company to get their share of trans-Atlantic passengers, the competition in the business of carrying emigrants being very sharp. For about two weeks the fate of those on board the *Danmark* was a mystery, but it is now certain that they have all been rescued.

#### THE GERMANS AND THE CENTENNIAL.

The Germans have displayed their genius for novel designs in the arrangements for the civic parade in New York on May 1. Early German emigration will be represented by a full-rigged Dutch ship sailing for the promised land with a full cargo of old and young emigrants dressed in the costume of the pre-Revolutionary period. Then will follow a representation of a modern steamer at the custom house, where the officials have the new comers and their baggage in hand, hustling the one and smashing the other. The next will show the second stage of the immigrant's experience, going West to buy a farm. Another historic group will show Generals DeKalb and Steuben in uniform sitting before a tent on a Revolutionary battle-field. The immigration caused by the revolution of 1848 will be amply represented, among the groups being "Liberty" surrounded by others representing a free press, free speech, and religious liberty.

#### ANNEXATION OR COMMERCIAL UNION.

One of the questions that is under discussion on both sides of the Dominion line is, the future relations between the United States and Canada. A leading Canadian said recently that the trend of sentiment among his countrymen was against annexation, but there is a decided sentiment in favor of trade reciprocity. Canadians are unwilling, however, to admit goods free from the United States while taxing those received from England and the colonies. There will be a satisfactory arrangement made for trade reciprocity before long though, as the necessity for it is growing.

A clear complexion, free from pimples, may be had by taking Hood's Sarsaparilla.



## EDUCATIONAL NOTES.

## INSTITUTES APPOINTED FOR NEW YORK.

Date.	County.	Dis.	Town.	Conductors.
May 6	Westchester.	1	Sanford, Stout.	
" 6	Erie.	3	Springville.	Albro.
" 6	Broomfield.	1	Windsor.	Barnes.
" 13	Oneida.	4	Boonville.	Barnes.
" 13	Madison.	1	Albion.	Albro.
" 13	Oswego.	3	Mexico.	Sanford.
" 13	Queens.	2	Hempstead.	Stout.
" 20	Oswego.	2	Phoenix.	Barnes.
" 20	Essex.	1	Elizabethtown.	Stout.
" 20	St. Lawrence.	1	Madrid.	Sanford.
" 20	Chenango.	2	Oxford.	Albro.
" 27	Essex.	2	Schroon Lake.	Stout.
" 27	Clinton.	1	Plattsburgh.	Sanford.
" 27	Albany.	2	Berne.	Barnes.
" 27	Columbia.	1	Germantown.	Albro.
June 3	St. Lawrence.	3	Norwood.	Stout.
" 3	Clinton.	2	Champlain.	Sanford.
" 3	Broomfield.	2	Union.	Barnes.
" 3	Montgomery.	1	Albion.	Albro.
" 10	St. Lawrence.	1	Gouverneur.	Stout.
" 10	Oneida.	3	Camden.	Barnes.
" 10	Hamilton.	3	Wells.	Sanford.
" 10	Rensselaer.	1	Hoosick Falls.	Albro.
" 17	Franklin.	2	Brushton.	Stout.
" 17	Livingston.	1	Livonia Station.	Albro.

## SUMMER SCHOOLS.

ASBURY PARK SEASIDE SUMMER SCHOOL, Asbury Park, N. J., July 15-Aug. 5. Edwin Shepard, 77 Court street, Newark, N. J., secretary.

CHAUTAUQUA LITERARY AND SCIENTIFIC SUMMER SCHOOL, Chautauqua, N. Y. John H. Vincent, chancellor; Lewis Miller, president; W. A. Duncan, secretary, Syracuse, N. Y.

DARKE COUNTY NORMAL SCHOOL, Greenville, Ohio, June 3-July 15. F. Gilman Cromer, manager.

GLENS FALLS SUMMER SCHOOL, Glens Falls, N. Y., July 30-Aug. 19. Sherman Williams, Glens Falls, N. Y., secretary.

IUKA NORMAL INSTITUTE, Iuka, Miss., June 17-July 20. H. A. Dean, Iuka, Miss.

LAKE MINNETONKA SUMMER SCHOOL, Excelsior, Minn., July 9-Aug. 2. H. B. McConnell, Minneapolis, director.

MARSHA'S VINEYARD SUMMER INSTITUTE, William A. Mowry, 16 Bromfield St., Boston, president, July 15, three weeks. A. W. Edson, manager, School of Methods, Worcester, Mass.

NATIONAL SUMMER SCHOOL, Round Lake, N. Y., July 9-30. Chas. F. King, Boston Highlands, Mass., director.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY, Phila., Grimsby Park, Ontario, Can., July 1-Aug. 10. Cecil Harper, 1124 Arch street, Philadelphia, Pa., secretary.

OHIO VALLEY SUMMER SCHOOL OF METHODS, Steubenville, O., July 16-27. H. A. Mertz, Steubenville, O., secretary.

PENNSYLVANIA SUMMER SCHOOL OF METHODS, first session, Altoona, July 15-Aug. 3; second session, Norristown, Aug. 5-24. Lella E. Patridge, Reading, Pa., president; Will S. Monroe, Eureka, Nevada, secretary.

SUMMER SCHOOL OF LANGUAGES, Amherst, Mass., July 8, five weeks. Prof. William L. Montague, Amherst, Mass., director.

SUMMER SCHOOL FOR TEACHERS, Niantic, Conn., July 2-18. Charles D. Hine, Hartford, Conn., secretary.

SUMMER SCHOOL FOR TEACHERS, Salamanca, N. Y., July 22-Aug. 16. J. J. Crandall, Salamanca, N. Y., secretary.

SUMMER SCHOOL OF METHODS, New Orleans, La. Dr. B. G. Cole, Donaldsonville, La., president.

SAVDEUR SUMMER SCHOOL OF LANGUAGES at the University of Vermont, Burlington, Vt., July 8-Aug. 19. Helen L. Burritt, Burlington, Vt., manager.

TEXAS SUMMER NORMAL SCHOOL, July 1-Aug. 1, Galveston, Texas. Hugh R. Conyngham, Galveston, Texas, secretary.

WEST VIRGINIA UNIVERSITY, STATE NORMAL INSTITUTE, Morgantown, W. Va., June 18-July 26. Edward S. Elliott, Morgantown, W. Va., secretary.

WHITE MOUNTAIN SUMMER SCHOOL, Bethlehem, N. H., July 15-Aug. 2. Prof. A. H. Campbell, Johnson, Vt., manager.

## NATIONAL EDUCATIONAL ASSOCIATION,

NASHVILLE, TENN., July 10-19. A. P. Marble, Worcester, Mass., president; James A. Canfield, Lawrence, Kansas, secretary.

AMERICAN INSTITUTE OF INSTRUCTION, Bethlehem, N. H., July 8. Geo. Littlefield, Newport, R. I., secretary.

## STATE ASSOCIATIONS.

ALABAMA, April 10-12, Selma.—Solomon Palmer, Montgomery, president; J. A. B. Lovett, Huntsville, secretary.

ARKANSAS, June 19-21, Pine Bluff.—J. Jordan, Pine Bluff, president; Jonah H. Shinn, Little Rock, secretary.

CANADA PROVINCIAL TEACHERS' ASSOCIATION, July 5 and 6, Victoria. S. D. Pope, president.

DELAWARE, July 8-10, Blue Mt. House, near Pen Mur.

KENTUCKY, June 26-28, Winchester.—J. J. Glenn, president; Prof. R. H. Caruthers, 764 W. Main St., Louisville, Ky., secretary.

MARYLAND, July 8-10, Blue Mt. House, near Pen Mur.—A. G. Weimer, Cumberland, president; Albert F. Wilkerson, 1712 Lombard street, Baltimore, secretary.

MISSOURI, June 18-20, Sweet Springs.—S. S. Laws, State University, president; L. E. Wolfe, Moberly, secretary.

NEW YORK, July 2-4, Brooklyn.—E. H. Cook, Potsdam, president; A. W. Morehouse, Port Byron, secretary.

NEBRASKA, Lincoln.—Chas. E. Bessey, Lincoln, president; Emma Hart, Winser, secretary.

NORTH CAROLINA, June 13-18, Morehead City.—Geo. F. Winston, Chapel Hill, president; Eugene G. Harrell, Raleigh, secretary.

OHIO, July 2-4, Toledo.—Prof. C. W. Bennett, Piqua, president; S. T. Logan, Westwood, secretary.

PENNSYLVANIA, July 9-11, Altoona.—E. E. Higbee, Harrisburg, president; J. P. McCoskey, Lancaster, secretary.

SOUTH CAROLINA, July 13-18, Columbia. Prof. H. B. Archer, president; Edward E. Britton, Brunson, S. C., secretary.

TEXAS, June 25-27, Galveston.—J. T. Hand, Dallas, president; Chas. T. Alexander, McKinney, secretary.

TENNESSEE, July 10-12, Nashville.—Dr. Chas. W. Dabney, Knoxville, president; Prof. Frank Goodman, Nashville, secretary.

WEST VIRGINIA, July 9-12, Morgantown.—B. S. Morgan, Charleston, president; Mary A. Jones, Charleston, secretary.

## COLORADO.

Washington's anniversary was celebrated in many Colorado schools. At Williamsburg, the exercises were given in the evening to a crowded house. Miss Reynolds gets high praise. The pupils of Colorado Deaf and Blind Asylum recently gave an entertainment before a Denver audience. They were very successful. Mark off the new county of Yuma on your maps of Colorado, and look out for several more. The great West is growing. These new states and territories are but evidences. Our legislature is wrestling with a compulsory attendance law. The Pueblo *Chieftain*, of Feb. 27, makes a fine showing of school work in that thriving city. The statistics given, and cuts of buildings shown, will surprise many in Colorado, and will be a revelation to the East. "The first school established in Pueblo, was taught in a little frame building on Santa Fe Ave. in 1866. One teacher was all that was then needed to look after the mental cultivation of the youth of Pueblo. But 22 years have worked a wonderful change. Today 40 teachers are employed in our public schools, and 16 in private schools. The public schools are Centennial-school—eight rooms; Hinsdale school—six rooms; Fountain schools—four rooms; Central school—eight rooms; Brick school—four rooms; Grove schools—two rooms; Bessemer schools—two rooms. Three new sites have been purchased and will be occupied at once. These schools are presided over by Superintendents McClung and Search, who are as able as can be found in the land. The private schools are Pueblo, Collegiate, Institute, Loretto Academy, St. Patrick's school, and Pueblo Business College. It is believed that in no state is school work more prosperous.

Saguache.

J. H. F.

## INDIANA.

Our neighbor, Kentucky, is getting up quite an interest in the National Teachers' Association, which is to be held at Nashville next summer. The leading teachers have organized to work up a good attendance.

Supt. Black, of Logansport schools, says that when a large number of cases of tardiness occur in a room, it is a proof that the teacher lacks earnestness, or that both parent and children are indifferent.

The next meeting of the Southern Indiana Teachers' Association will be held at Greensburg, April 10, 11, and 12. Supt. Woods, of Jeffersonville, is president.

Our legislature lately appropriated \$100,000 to replace the state normal school building at Terre Haute, destroyed by fire a few months ago. Terre Haute had already appropriated \$50,000, and the work was under way.

County Supt. Kinsley, of Whitley county, recently paid \$30 out of his own salary to meet the expenses of his county institute. He publishes the names of his teachers and their attendance, and says his high school teachers rarely attend any institutes, and fail to show educational interest. He intimates that their places should be given to others.

New Albany.

JOHN R. WEATHERS.

## KANSAS.

Senator W. M. Everts will deliver the annual oration at the State University this year at commencement.

Garfield University, Wichita, has lately received \$10,000 from Mrs. Garfield, widow of the ex-president, toward its endowment. The state and the Institution for the Education of the Deaf and Dumb lose an able man by the death, last month, of Prof. H. D. Walker.

Chancellor J. A. Lippincott, who for six years has been at the head of the State University, has resigned, his resignation to take effect at the end of the school year. It is rumored that he is to become pastor of one of the leading churches in Topeka.

Abilene.

C. M. HARGER.

## VIRGINIA.

Nearly all the higher institutions of learning in Virginia show a marked increase in attendance over past years. The University of Virginia has nearly five hundred students, and the board of visitors, in order to meet the demand for an increase of the faculty, have just elected Prof. Heath Dabney, now of the Indiana University, adjunct-professor of history, and Prof. Wm. H. Perkins, of Virginia, adjunct-professor in the school of modern languages.

William and Mary College, next to Harvard, the oldest school in the United States, was revived last year by an act of the general assembly as a normal college to train male teachers for the public schools of the state. It has now more than a hundred students. Hon. Lyon G. Tyler, youngest son of ex-President John Tyler, is president of the college.

President William W. Smith, of Randolph-Macon College, has succeeded in raising a sufficient amount of money to build and endow an academy, at Liberty, Va., preparatory to Randolph-Macon College. The town of Liberty gave a beautiful site and ample grounds and subscribed \$20,000. Governor Jackson, of Maryland, subscribed \$5,000. Work has been begun on the buildings which will be of superior quality and architecture. The academy will be under the control of the Virginia Conference of the Southern Methodist Church, and will be open for students in the early fall.

Prof. Herbert B. Adams, Ph.D., adjunct-professor of history, in Johns Hopkins University, has written an exceedingly interesting sketch of Thomas Jefferson's labors in behalf of popular education in establishing the University of Virginia. The volume contains short sketches of the Virginia colleges, and is published by the U. S. Bureau of Education, at Washington.

Louis C. H. Finney, of Accomack county, and formerly a pupil in the Onancock Academy, has been appointed assistant to Professor Ormond Stone, in the Leander McCormick Observatory at the University of Virginia.

The public schools in some of the rural districts of the state have closed.

Onancock.

FRANK P. BRENT.

## LOCAL COMMITTEES OF THE STATE TEACHERS' ASSOCIATION,

TO BE HELD JULY 2 AND 3, ACADEMY OF MUSIC, BROOKLYN.

CHAIRMAN, Walter B. Gunnison, G. S. No. 19, 77 Wilson street. SECRETARY, Miss Ellen E. Kenyon, P. S. No. 52, 40 South Oxford street.

TREASURER, John H. Walsh, 17 Second street.

BROOKLYN BOARD OF EDUCATION.—Chas. E. Teale, James B. Bouch, William Harkness, Samuel Goodstein, Horatio C. King. BROOKLYN TEACHERS' ASSOCIATION.—Walter B. Gunnison, G. S. No. 19; Dr. James Cruikshank, G. S. No. 12; John H. Walsh, associate superintendent; John Mickelborough, G. S. No. 9; John H. Haaren, G. S. No. 10; Channing Stebbins, G. S. No. 29; Wm. A. Campbell, G. S. No. 44; Wm. T. Vlymen, G. S. No. 5; Miss A. E. Demond, G. S. No. 3; Miss E. E. Kenyon, P. S. No. 52; Miss Ellen A. Moriarty, G. S. No. 18; Miss E. P. Fendall, G. S. No. 36; Miss S.

E. Vosseler, G. S. No. 43; Miss S. A. McLaughlin, G. S. No. 22; Miss E. A. Johnston, training school.

NEW YORK TEACHERS' ASSOCIATION.—Matthew J. Elgas, G. S. No. 69; Henry W. Jameson, G. S. No. 1; George E. Hardy, G. S. No. 82; Miss M. A. Clark, G. S. No. 39; Mrs. Julia Birdseye, G. S. No. 33.

BROOKLYN PRINCIPALS' ASSOCIATION.—George N. Carman, G. S. No. 15; Wm. M. Jelliffe, G. S. No. 45; Almon G. Merwin, G. S. No. 24; John Gallagher, training school; Thomas D. Murphy, G. S. No. 30.

NEW YORK MALE PRINCIPALS' ASSOCIATION.—Elijah A. Howland, G. S. No. 68; Jacob T. Boyle, G. S. No. 75; Henry P. O'Neill, G. S. No. 1; Wm. B. Sibbur, G. S. No. 62; Henry C. Litchfield, G. S. No. 79; J. H. Zabriskie, G. S. No. 16.

NEW YORK FEMALE GRAMMAR PRINCIPALS' ASSOCIATION.—Miss M. A. McCosker, G. S. No. 24; Miss M. C. Cornell, G. S. No. 37; Miss Annie V. Fox, G. S. No. 9; Miss Anna M. Marsh, G. S. No. 31; Miss Amelia Kiersted, G. S. No. 17.

NEW YORK PRIMARY PRINCIPALS' ASSOCIATION.—Miss E. S. Hanaway, G. S. No. 28; Miss T. L. Atkinson, P. S. No. 19; Miss M. L. Cunningham, P. S. No. 6; Miss H. L. Clark, P. S. No. 30; Miss S. P. Buckelew, G. S. No. 49.

NEW YORK MUTUAL IMPROVEMENT ASSOCIATION.—Mrs. E. B. Denton, G. S. No. 2; Miss S. R. Watkins, G. S. No. 42; Miss Alida S. Williams, G. S. No. 22; Mrs. S. F. Wheeler, G. S. No. 22; Miss K. A. McCann, G. S. No. 40; Mrs. F. Funston.

NEW YORK PRIMARY TEACHERS' ASSOCIATION.—Miss E. A. Johnson, P. S. No. 23; Miss M. E. McFarland, G. S. No. 35; Miss M. M. Forster, G. S. No. 77; Miss M. DeLargey, G. S. No. 19; Miss A. McGean, P. S. No. 41; Miss M. A. McGovern, G. S. No. 8.

CHAIRMEN OF SUB-COMMITTEES.—Finance, Geo. N. Carman, G. S. No. 5; printing, Channing Stebbins, G. S. No. 29; hotels and boarding, Wm. A. Campbell, G. S. No. 44; entertainment, John Mickelborough, G. S. No. 9; reception, Chas. Teale, invitation, W. B. Gunnison; Pratt Institute, H. P. Smith; New York special, Elijah Howland, G. S. No. 68.

SPECIAL NEW YORK COMMITTEE.—Prin. E. Howland, G. S. No. 68; Prin. Geo. E. Hardy, G. S. No. 82; Prin. M. J. Elgas, G. S. No. 69; Miss M. A. McCosker, G. S. No. 24; Miss E. S. Hanaway, G. S. No. 28; Mrs. E. B. Denton, G. S. No. 2; Miss E. A. Johnson, P. S. No. 23.

The New York State Music Teachers' Association will hold its first annual meeting at Hudson, June 25-27, 1889. For full information address Chas. W. Landon, Claverack, N. Y., vice-president.

THE VAUGHAN TEACHERS' REST, at Tomkins Cove, on the Hudson, will be open again this summer. Teachers who wish a pleasant home for a few weeks will address, after May 30, Mrs. E. M. Marchant, Sec., Box 204, Morristown, N. J.; Teachers' Rest, Tomkins Cove, Rockland Co., New York.

## PERSONALS.

SUPT. S. S. TAYLOR, of St. Paul, Minn., died March 18. Mr. C. B. Gilbert, principal St. Paul high school, was elected to fill the unexpired term. The board of education are looking for a successor to Mr. Gilbert. The chances are in favor of J. C. Bryant, principal of the Hubbard school, St. Paul. Mr. Bryant is a graduate of the Minnesota State University, and has had long experience in teaching.

DR. JOHN E. BRADLEY has been re-elected superintendent of the schools of Minneapolis, Minn., for a three years' term at \$4,000 per year.

The widow of the late PROF. ELISHA JONES, of Ann Arbor, Mich., has established a fellowship with \$10,000, to be named after her lamented husband.

Among the passengers on the outward bound trip of the Umbria are Commissioners JOHN A. KASSON, of Iowa, WILLIAM WALTER PHELPS, of New Jersey, and GEORGE H. BATES, of Delaware, who will represent the United States Government at the conference in Berlin on the Samoan difficulty. They will meet three representatives of England and three of Germany.

A letter from the intrepid STANLEY from the heart of Africa, gives a brief history of his trials, fightings and hunger, disasters and final success, and reads like the romance of a dime novel, the difference being that truth in his adventures is stranger than fiction. He is lifting darkness from the face of the world, or rending the veil between man and man.

JOSEPH BATTEN has presented to the city of Elizabeth, New Jersey, a handsome three-story brown-stone building for a high school. The building is located in a fashionable part of the city and is surrounded by beautiful grounds.

Mount Holyoke Seminary and College has a new president, Miss MARY A. BRIGHAM, for about twenty-five years principal of the Brooklyn Heights Seminary. Miss BLANCHARD, the former principal, and Miss EDWARDS will retain their positions on the faculty.

PROF. JOHN DEWEY, now professor of philosophy in the Minnesota State University has been appointed to the chair of philosophy, made vacant by the death of PROF. GEORGE S. MORRIS. PROF. DEWEY was for several years assistant to PROF. MORRIS and has attained an enviable reputation as a writer upon philosophy.

W. H. SOUTHARD, principal of the high school at Mankato, Kansas, shot himself through the head on April 2, dying instantly. Temporary insanity from ill-health was the cause.

SUPT. W. A. BLAIR, of Winston, N. C., has been appointed a state delegate to the world's Sunday-school convention in London. He will attend.

PROF. VENABLE, of the State University, N. C., recently sailed for Germany. While abroad he will purchase several thousand dollars' worth of physical and chemical apparatus for the university.

PROF. J. C. SCARBOROUGH, ex-state superintendent of public instruction North Carolina, has been appointed state commissioner of labor statistics.

PROF. O. M. COOPER, state superintendent of public instruction in Texas, has sent out a most excellent thing in the way of a program suggesting an outline of work for county institutes for each month in the year. If adopted and followed out by county institutes throughout the states, there would be many real advantages resulting from the uniform and systematic work thus provided for.

MR. L. H. LEACH, of Vancouver, Wash., is a wide awake man in the school-room. He is from a state where large and enthusiastic educational gatherings are held—Kansas—and has been an ardent supporter of the Washington State Teachers' Association.



## AT HOME.

## NEW YORK CITY.

## WHAT THE PUBLIC SCHOOLS PROPOSE TO DO.

Supt. Jasper has been very busily employed during the past week, in addition to his ordinary duties, in making arrangements for the part which the school children are to play in the coming centennial parade. The city has been divided into eight divisions: the schools composing each are to be under the charge of a marshal, he being a principal: the number which each school is to furnish has been sent to the principals, and they are to be drilled in marching by competent instructors in the several armories of the city, permission to do so having been kindly given by the colonels, whose regiments drill them. The number who are expected to parade is about 4,000, and they will be under the direction of Gen. Alexander Ketcham, who was invited to take charge by Gen. Webb, of the New York College, and Supt. Jasper, and who has accepted the invitation. He will be assisted by the following principals, acting as marshals, viz.: John D. Robinson, M.D., first head officer; Hugh O'Neill, of G. D. No. 23; Jacob T. Boyle, of G. D. No. 75; Robt. H. Pettigrew, of G. D. No. 25; La Fayette Olney, of G. D. No. 14; Wilbur F. Hudson, of G. D. No. 18; Matthew J. Elgas, of G. D. No. 69; David E. Gaddis, of G. D. No. 54; Elijah A. Howland, of G. D. No. 68. The several divisions will be preceded by a band of music, and along the line of march the boys will sing patriotic songs. A new silk flag, woven expressly for the occasion, has been purchased, and will be carried by one of the larger boys, and each boy will wear a silk badge. No pains have been spared by the city superintendent, assisted by some of his assistants, in perfecting the arrangements so that this division shall prove to be one of the most interesting features of the civic parade.

The school girls are also to participate in the celebration. A deputation, consisting of two girls from each department, has been selected to meet the President on the afternoon of Monday, the 29th inst., when he is to receive the citizens in the governor's room. These girls are to be conveyed to the city hall park in stages; they will have on white dresses, gayly trimmed with ribbons, and, standing on the steps of the city hall, will, as he ascends the steps, shower his pathway with flowers. As he reaches the platform, before entering the hall, he will be briefly addressed by one of the girls, to which the President will reply. This, doubtless, will prove to be one of the most interesting features of the occasion, and a reminder of what Washington received on his journey hither a century ago. It has been determined that the pupils of our public schools shall have occasion to remember the part which they shall take in the centennial celebration of the formation of the government, which grants to all classes, young as well as aged, the poor as well as the rich, such invaluable blessings.

J.

The winter term of studies on the nautical school-ship *St. Mary's* closed with an examination in common school branches, geography, arithmetic, etc., after which the school-houses and winter deck-houses were removed, and preparations for the summer cruise and routine of practical professional studies, as seamanship and navigation, were begun. The boys shifted into working clothes, and the first practical work was to "tar down," a good start for one desirous of becoming a practical sailor.

## A NEW SCHOOL COMMISSIONER.

Thaddeus Moriarty was recently appointed a school commissioner by Mayor Grant, in place of the late William A. Cole. Mr. Moriarty is a member of the firm of Jordan & Moriarty, the well-known furniture dealers. He was formerly a school trustee, and from 1879 to 1882 held the office of school commissioner. Mr. Moriarty is a member of the Tammany Hall general committee from the XXXIIIrd assembly district.

## THE CHILDREN'S AID SOCIETY.

At the last meeting of the trustees of this institution, a touching tribute to the late superintendent of schools, John Warburton Skinner, was paid in the shape of a minute presented by Mr. Howard Potter, who spoke of the faithful, arduous, and successful services of Mr. Skinner, extending over nearly a quarter of a century, among the teachers and the poor children of the industrial schools.

Reports from the various institutions were received, showing that the average attendance daily in the schools was 3,358, and the nightly attendance at the lodging houses was 666; that 19,264 meals and 22,138 lodgings have been provided. A report from the summer home at Bath was made, announcing that during the late storm on the coast the bulkhead of the home was washed away, threatening complete destruction to the property, and the necessity of building a stone bulkhead. The trustees hope that the friends of this charity will help the society to keep the beautiful home from the ravages of the sea. It is a most worthy cause.

## BROOKLYN.

Miss Caroline B. LeBow, Principal Merwin, and others, spoke in reference to "Women on the Board of Education," before the last meeting of the Brooklyn Woman's Suffrage Association, at 80 Willoughby street, April 16. Miss M. W. Chapman is recording secretary.

The New York State Teachers' Association will hold its annual convention at the Academy of Music in Brooklyn on July 2 and 3. The chairman of the local committee is Walter B. Gunnison, of grammar school No. 19, and Miss Ellen E. Kenyon, of primary school No. 52, is the secretary. The New York special committee consists of Principals Howland, Hardy, Elgas, Miss McCosker, Mrs. Denton, Miss E. A. Johnson, and Miss Hanaway.

The principals of the Brooklyn schools are now making arrangements for the forty-fourth annual convention of the

State Teachers' Association. The session will be held in Brooklyn on July 2 and 3, and the 700 delegates with their friends will fill the Academy of Music. There will be pleasure as well as business. The program includes a sail up the sound, and a visit to the seashore. There will be addresses at a public meeting, at which Mayor Chapin will preside.

Arrangements are to be made for the celebration of Arbor Day by the public school children through committees representing the various schools, who are to go to Prospect park and plant one or more trees. This appears to be the only way in which the thing can be practically managed. Experts say, however, that May 3, the date on which Arbor Day falls this year, is too late a date for the setting out of trees in this latitude. In some parts of the state it will very likely be too early, so that there is a practical difficulty in the way of the general observance of the same day throughout the state that probably did not occur to the law-makers when they established the day. That the occasion ought to be improved for interesting children in trees is obvious. It is sometimes wondered why more trees are not planted around the school-houses. Probably there is reason to fear that they might fare rather hardly in the early period of their existence through the proneness of certain boys to play the vandal with them. But this disposition might be curbed, and such boys trained to respect and love trees by a more intimate acquaintance with them.

H. J. K.

## CORRESPONDENCE.

## FOR THE HISTORY CLASS.

To the Editors of THE SCHOOL JOURNAL:

I saw an iron cross standing above the main entrance to Harvard College, Cambridge, Mass. From whence came it?

H. M.

Ans. It was taken at the capture of Louisburg in 1745. Tell about that.

Why should July 2 be kept as Independence Day, and not July 4?

A. K.

Ans. Because the resolution of independence was passed on July 2. John Adams wrote to his wife July 3, 1776, saying, "Yesterday the greatest question was decided (the second day of July, 1776) in the history of America."

## TEN QUALIFICATIONS OF A GOOD SUPERINTENDENT.

To the Editors of THE SCHOOL JOURNAL:

While they may not be the most important ones, I will "name ten qualifications of a good superintendent of schools," as follows:

1. He should be a growing man\* and a teacher; and whatever his attainments, he should be seeking higher ones, and inciting all about him to do the same.
2. He should exhibit in himself all those qualities of head and heart that he wishes to see exemplified in his teachers and their pupils.
3. He should understand and love children, and be willing to labor hard for their development and growth.
4. He should have sympathy with teachers and pupils, and know how to call out and use the best that is in them.
5. He should be one who can see all the details of school work, and know how to do it, as well as to direct it.
6. He should be able to write and draw well and rapidly on the blackboard.
7. He should know how to improvise and use simple appliances for the illustration of elementary physics, chemistry, and other subjects.
8. He should be capable of giving illustrated lessons in natural history. (Under 6, 7, and 8, much may be done to awaken a proper interest in things.)
9. He should be a good talker and questioner, especially the latter, that he may demonstrate practically, in conducting lessons in all grades, the two principles of teaching.
10. He should so understand the value of silence as to know when to stop talking and when to refrain from speaking.

Visiting Teacher, Meeting of Friends, HENRY R. RUSSELL.  
Woodbury, N. J.

\*The word man is used in its generic sense.

## GLEANINGS FROM CALIFORNIA.

To the Editors of THE SCHOOL JOURNAL:

The Chico normal school begins its first term in September, with Professor E. T. Pierce, of Pasadena, as principal. The Chico school is the third of the California state normal schools, the first being located at San Jose, and the second at Los Angeles. Industrial education in this state received quite an impetus about a year ago, but has since suffered a relapse; however, it is fair to say that there are a few schools of the class doing admirable work. The dearth of facilities in Fresno City will be partly relieved by two new brick school buildings shortly to be erected.

The subject of kindergarten instruction received a stimulus during the meeting of the National Association at San Francisco, last year, the result of which has been the establishment of many "child-gardens" in interior towns, formerly kindergartens were almost exclusively confined

to the large cities. Steps are being taken by a number of the leading schools to celebrate the 30th of April with appropriate exercises, in memory of the first inaugural.

Fresno City.

T. S. PRICE.

## ITEMS OF INTEREST.

Washburn College, Topeka, Kansas, is rejoicing over a recent donation of \$15,000 for a new chapel.

The Ft. Scott schools, of Kansas, contributed \$84 to the Washington birthday fund.

Castletown Normal School, in Vermont, opened Feb. 19 for the spring and summer terms. It began with a larger number of pupils than have ever attended since the founding of the school over one hundred years ago.

## ACTIVITY IN WASHINGTON TERRITORY.

To the Editors of THE SCHOOL JOURNAL:

Thurston county rightly decided that Washington was in need of a State Teachers' Association. Accordingly an invitation to teachers has been sent out urging them to meet at Olympia, April 2 and 3, to hold a preliminary meeting, give a volunteer program, and organize permanently. A hearty response has been given by the teachers, and a good program prepared.

Snohomish wants the new State Agricultural College. It will be far better to unite the agricultural and normal school interests of the new state with the university, and make one strong, well-sustained school.

A Presbyterian academy is to be established at Kelso, Cowlitz county.

Grace Seminary is to be located at Centralia.

The Olympian schools enjoy the practical advantages of \$150 worth of new apparatus.

Tacoma.

F. B. GAULT.

## ORAL EXAMINATIONS.

To the Editors of THE SCHOOL JOURNAL:

Oral examinations in the Norwich Free Academy, of Connecticut, have been conducted this term by a committee consisting of Roswell Parish, of Boston; Prof. Seymour and Mr. Goodrich, of the Greek and German departments of Yale University; Mrs. Curtis, late of the Hill-house high school, at New Haven; Mr. W. T. Peck, principal of the classical department of the Providence high school, and Dr. Alphonse N. Van Daell, director of modern language instruction in the Boston high and Latin schools.

Hon. David A. Wells, of Norwich, and Mr. E. P. Shepardson, of the Worcester, Massachusetts, Academy have assisted the committee in the department of mathematics. Mr. H. E. Bourne, of the Boston Congregationalist, has had charge of the department of history.

Norwich, Conn.

ELLA A. FANNING.

## ON STATEN ISLAND.

To the Editors of THE SCHOOL JOURNAL:

The recent Richmond County Teachers' Institute, at New Brighton, was conducted by Prof. H. R. Sanford. Addresses were delivered by Principal Frank S. Capen, of the New Paltz State Normal School, and Mrs. S. R. Morris. Commissioner Kennedy is active in his efforts to advance the interests of the county. Principal O. H. Hoag, of Castleton Corners, offered a resolution declaring that the best interests of the children demand that the school year should be of uniform length throughout the state, and that the maximum length be fixed at forty weeks.

H. M. MANN.

388. A QUESTION.—Under what circumstances is it proper to say "I differ with" in preference to "I differ from"? H. F. K.  
"You differ with" a person in your opinions you "differ from" him in your appearance or habits.

389. FIRST SLAVES.—Who was the first man to bring slaves into this country? J. H. O.

We don't know his name, but in August, 1619, a Dutch vessel at Jamestown, Virginia, landed fourteen slaves in exchange for provisions. This is the only instance in this country in which a beginning of the trade can be determined.

390. WHO PAYS THE EXPENSES?—Does the President pay the expenses of running the White House? If not, what amount does the government allow him? G. F. ROUSSEAU.

The President pays for his food and drink—if he drinks anything but water; but the furniture of the house, lights, and fuel are provided by the people. A carriage and horses are also provided, and a steward is paid by the people to look after everything in the White House. The President has full use of the White House conservatories, and of the Marine Band.

## ACKNOWLEDGMENTS.

We are especially indebted for favors to Prof. H. B. Williams, Weatherford, Texas; C. M. Harger, Abilene, Kansas; Prof. A. B. Fifield, New Haven, Conn.; F. B. Gault, Tacoma, W. T.; B. H. Albee, Perkinsville, Vt.; A. H. Porter, St. Paul, Minn.; Edw. E. Britton, Brunson, S. C.; D. S. Sanford, Stamford, Conn.; and Prin. Emily J. Hawkins, Buffalo, N. Y.



## BOOK DEPARTMENT.

## NEW BOOKS.

**A MANUAL OF INSTRUCTION IN THE PRINCIPLES OF PROMPT AID TO THE INJURED.** Designed for Military and Civil Use. By Alvah H. Doty, M. D. New York: D. Appleton & Co. London: Caxton House, Paternoster Square. 224 pp. \$1.35.

The object of this manual is to instruct those who are desirous of knowing what course to take in emergencies, in order that sick or injured may be temporarily relieved. Special effort has been made to introduce such points as will be of use to the ambulance corps connected with the different military organizations. Among the very important subjects discussed are found, bandages and dressing, contusions and wounds, hemorrhage, fractures, dislocations, sprains, burns, scalds, frost-bite, unconsciousness, shock or collapse, fainting, concussion of the brain, and tetanus. These are comparatively a few of the subjects brought forward and treated, besides a full description of the construction of the human body, and the functions of the different organs. Dr. Doty has wisely explained each topic in a simple manner, avoiding as much as possible medical terms, and when they are used synonyms are also given.

**A LABORATORY GUIDE IN CHEMICAL ANALYSIS.** By David O'Brine, E. M., M. D., D. Sc. Second Edition. Entirely re-written and Revised. New York: John Wiley & Sons, 15 Astor Place. 237 pp.

This edition has been re-written and is practically a new book. The chapter on re-agents has been extended, and the uses, impurities, and tests for each re-agent have been added. The tests in the dry way have been doubled, and are now presented in a more systematic form. The space allotted to the acids has been increased, and the facts, and laws, employed in chemistry have been compiled and presented in a convenient form. The wide experience of Dr. O'Brine, in water analysis, makes the chapter on water of great value. In treating of poisons, too, there has been much added, and to it the recovery of the more expensive re-agents has been added. The aim and object of this volume is to present to students a practical guide in chemistry and medical laboratory practice, a discussion of all that is important in the analysis of water, milk, cheese, blood, urine, and poisons. Special attention is directed to Separation of Bases, and tests; Comparison of Phosphorus, Arsenic, and Antimony; The Organic Acids; Classification of the Alkaloids; the Ptomaines, and Stochiometry. To the laborator student, this volume will be a necessity. It is well bound and has unusually large, clear type.

**Nature Readers.—SEA-SIDE AND WAY-SIDE.** No. 3. By Julia McNair Wright. Illustrated by T. S. King. Boston: D. C. Heath & Co. 297 pp.

These "Nature Readers" are not modeled upon any patterns previously used, they are the outcome of what has been learned by an observation of the receptive and retentive powers of children. The knowledge imparted by Miss Wright, in these intensely interesting books is at once useful and necessary; every child should be familiar with the subjects and objects used, and if they can become so by any means, they can by using these "Nature Readers." Some of the charming lessons given in this volume, No. 3., are most happily prepared,—the titles alone being surrounded by a charm;—among them are: "The Great Mother,"—"A Look at a Plant,"—"Plants and their Partners,"—"Plants that eat Animals,"—"Weather Prophet Plants,"—"The Old-Man of the Meadow," Tree, Ground, and Water Birds, and the greatest variety and number of similar delightful topics. For supplementary reading, nothing more is left to wish for, and any school that uses these Readers will find the pupils interested and delighted with them.

**SIXTH NATURAL HISTORY READER.** By the Rev. J. G. Wood, M.A. With Numerous Illustrations. Boston: Boston School Supply Company. 262 pp.

Although this series of "Natural History Readers" is designed, primarily, for schools and students, still, grown up people, who have been out of school for many years, are equally interested in them, and read, enjoy, and profit by them fully as much as students do. This sixth number of the series is without doubt the very best one, if comparison is allowable in the case,—it is the most advanced, beautifully written and arranged, and embellished with illustrations that give a great charm to the text. Following an "Introduction," Professor Wood introduces his readers, in his usually pleasant way, to a series of lessons on the Cephalopoda, Pteropoda, Gastropoda, Bivalves, Tunicata, Polyzoa, Crustacea, Crabs, Lobsters, Shrimps, Prawns, Spiders, Scorpions, Insects, Earthworms, Leeches,

Echinoderms, and a small army of similar and dissimilar little creatures, all of which he describes, in a simple, clear, and satisfactory manner. The illustrations are beautifully clear, and represent the little animal in a manner true to life. The many interested readers of this series will be sorry to know that this volume completes the number designed by Professor Wood to cover his series.

**THREE SILVER LUNATICS.** A Collection of Views on Bi-metallism, by Thurlow Weed, Edwards Pierpont, John Thompson. With an Appendix Containing Report of English Bi-metallic League. New York: Press of Clark & Ziegler. 69 pp. 10 cents.

The three writers who have furnished the materials for this little book, are recognized as men of character, intelligence, and special experience and knowledge of the subject treated. The first paper has been extracted from the "Life of Thurlow Weed," and describes the demonization of silver in the United States, and his efforts in behalf of bi-metallism and the re-coinage of the silver dollar in 1878. The second paper is by Mr. Pierpont, and appeared in the *North American Review* for February, 1889. It gives the gist of the recent report to Parliament of the Royal Commission on Gold and Silver, and its relations to the establishment of the bi-metallic standard. The third paper presents the views of John Thompson, who has always been the advocate of a paper currency on a sound metallic basis, composed of both gold and silver.

**A DREAMER OF DREAMS.** A Modern Romance. By the Author of "Thoth." New York: D. Appleton & Co. 250 pp. 50 cents.

Appleton's "Town and Country Library," furnishes much reading that is entertaining for a leisure hour. This "Dreamer of Dreams" is a modern romance, composed of three books and an epilogue. The divisions of the story are, "The Freshness of Morning," "The Heat of Noon-tide," and "The Darkness of Night." The Epilogue gives "A Glorious Sunrise."

**GUIDES FOR SCIENCE-TEACHING.** No. XIV. Hints for Teachers of Physiology. By H. P. Bowditch, M. D. Boston: D. C. Heath & Co., Publishers. 58 pp. 25 cents.

The "Hints" contained in these pages show how a teacher may supplement his text-book instruction by means of simple observation and experiment on living bodies or on organic material. There has been no attempt on the part of the author to prepare a complete treatise on physiology, in this little volume, for these subjects only have been selected for discussion which are capable of easy experimental illustration. This volume is one of the "Boston Society of Natural History" series, and is very useful and instructive, giving twenty-one subjects which are treated in a scientific and efficient manner. A few illustrations are also given.

**SHALL WE TEACH GEOLOGY?** A Discussion of the Proper Place of Geology in Modern Education. By Alexander Winchell, A.M., LL.D., F. G. S. A. Chicago: S. C. Griggs & Co. 217 pp. \$1.00.

For many years the friends of the classics had it pretty much all their own way, but of late the scientists have been stepping to the front, and speaking a decided word for themselves. Among those who have spoken and written freely upon the claims of science is Dr. Winchell, the author of this book, who is well known as an author and scientist. "Shall we Teach Geology?" is a special plea for teaching geology in the public schools, and is intended to cover the whole ground of contest between the sciences and the classics. The doctor sets forth the value of geologic study as he sees it, and has learned of it by much practice in teaching. The obstacles to the larger introduction of geology are discussed, both theoretically and practically, and it is shown plainly, that, when once admitted to a standing, geology may be best taught by bringing the pupil face to face with nature. The book consists of thirteen chapters, each one being full of the great interest of the subject. The author's treatment of the different themes will be easily understood from the extended analysis of each, and there is no doubt that this volume will be of great value to teachers, as well as to those observing the tendencies of modern education.

## LITERARY NOTES.

WHITE & ALLEN have collected the papers written by Mrs. Martha J. Lamb, on the "Inauguration of Washington in 1790," and published them as an elegantly illustrated souvenir of the celebration.

FORDS, HOWARD & HULBERT have issued a book of thoughtful sermons, instinct with the broad and hopeful spirit of the day, entitled "Living Questions; Studies in Nature and Grace," by the Rev. Warren Hathaway.

HOUGHTON, MIFFLIN & Co. will soon publish the first volumes of an illustrated library edition of Thackeray's works.

GINN & Co. announce the publication of "Homer's Odyssey," Book I.—IV., based on the edition of Ameis-Hentze, edited by Prof. Perrin, of Adelbert College, Cleveland.

G. P. PUTNAM'S SONS have on their list of books "The History of the Nineteenth Army Corps," by Richard B. Irwin, assistant adjutant-general of the corps.

THE SCRIBNERS are about to issue, for European tourists, a new and revised edition of their "Index Guide to Travel and Art Study in Europe."

## CATALOGUES AND PAMPHLETS RECEIVED.

Teachers' Provident Association of the United States, 753 Broadway, New York. N. A. Calkins, president; A. S. Bush, secretary. This is an organization for insuring teachers on the assessment plan.

Sixth Annual Catalogue of the Chicago Manual Training School, 1889. H. H. Belfield, director.

Proceedings of the Twenty-fourth Annual Meeting of the New York State Association of School Commissioners and Superintendents held at New York City, Jan. 8, 9, and 10, 1889. Com. James Lusk, Binghamton, president.

## MAGAZINES.

One of the most valuable articles of the railroad series is contributed to the *May Scribner's* by Theodore Voorhees, assistant general superintendent of the New York Central. The fishing article on the "The Land of the Winanish," is illustrated from sketches and drawings by Dr. Leroy M. Yale and L. R. O'Brien. The "dry plate process" in photography, is treated by Prof. John Trowbridge, of Harvard. Dr. Andrew D. White writes of "Diabolism and Hysteria," in the *May Popular Science Monthly*. There is an extended reply to Prof. Huxley's article on "Agnosticism," by Rev. Dr. Henry Wace, and the bishop of Peterborough. "The History of a Picture Window," by Prof. C. H. Henderson, will be eagerly read by those interested in mosaic windows. "The Strange Markings on Mars," is contributed by Garrett P. Serviss, who is well known to the readers of the magazine, as the author of other astronomical articles. "In the Chautauque for May, Prof. J. A. Harrison discusses, "Physical Culture in Ancient Greece;" Thomas D. Seymour, of Yale University, writes on "Demosthenes;" Russell Sturgis has a paper on "The Archaeologist in Greece;" the Rev. J. G. Wood gives the first of a two-part paper on "Odd Fishes;" Charles Barnard writes of "The Social and Economic Effects of Railroads;" Helen Campbell discusses "The Child and the Community;" John Burroughs writes entertainingly on "Lovers of Nature;" Prof. Charles J. Little considers "The Paris Mob and its Achievements;" a bright article on "Queer Uses of Words," is from the pen of Rebecca Hart; Dr. H. C. Adams, of Michigan University, explains the nature and use of "National Bank Notes." Alfred Parsons has twelve drawings in the *May number of Harper's Magazine* to accompany the poem, "Thoughts in a Garden," by Andrew Marvell, the celebrated wit of the time of Charles II. Dr. Charles C. Abbott shows how a Jersey Mud-hole can become "a thing of beauty." Mr. de Biowitz relates the story of his greatest journalistic achievement, the publication of the Treaty of Berlin, at the very hour that it was being signed by the representatives of the Powers. "The Contemporary Review for April, (New York: Leonard Scott Publication Company, 29 Park Row,) has two timely papers on the "Political Situation in France," by G. Monod, and P. G. Hamerton.

## Actions Speak Louder than Words.

Anything that serves to recall a maxim, works reciprocally: the maxim is all the more a maxim and the thing itself receives that much endorsement. Now, for more than purposes of illustration we get as close to the above as is possible. Our purpose is to impress you with the value of Compound Oxygen, and naturally, after what we have just said our manner of procedure must be, that our patients in the past and present are our endorsements.

Here you have it; and concerning the following we may quote, "For they themselves have said it."

WILLISTON, S. C., March 20, 1888.  
"I am pleased to report a continued improvement both in myself and wife. May you live long to bless suffering humanity with your Compound Oxygen."

REV. W. W. GRAHAM,  
GASTONIA, GASTON CO., N. C., May 25, 1888.  
"I sincerely believe that had it not been for the Compound Oxygen, I would have been in my grave before this time."

W. D. HANNA.  
REISTERTOWN, MD., Feb. 29, 1888.

"Two doctors of Baltimore examined me and said mine was a hopeless case of asthma. Now almost two years after using only one treatment I think I can truthfully say my health is as perfect as it can be on earth."

MRS. MARY B. IRELAND.  
PORTAGE, WIS., Jan. 30, 1888.  
"My wife has been taking your Compound Oxygen for over two years for consumption and has derived much benefit from its use. In fact, I think she would have died long ago but for it."

H. D. JAMES.  
We publish a brochure of 200 pages, regarding the effect of Compound Oxygen on invalids suffering from consumption, asthma, bronchitis, dyspepsia, catarrh, hay fever, headache, debility, rheumatism, neuralgia; all chronic and nervous disorders. It will be sent, free of charge, to any one addressing DR. STARKEY & PALLEN, 1829 Arch St., Phila. Pa.; or 331 Montgomery street, San Francisco, Cal.

# THE "IDEAL" SUPPLEMENTARY READERS.

WE HAVE JUST READY No. 3 OF NATURE READERS,

**"SEASIDE AND WAYSIDE,"** By JULIA MCNAIR WRIGHT. Fully illustrated. 307 pp.; mailing price, 50 cents. Lessons in plant-life, grasshoppers, butterflies, and birds. No. 1, 96 pp.; mailing price, 30 cents. Treats of crabs, wasps, spiders, bees, and some univalve mollusks. No. 2, 184 pp.; mailing price, 40 cents. Treats of ants, flies, earth-worms, beetles, barnacles, star-fish, and dragon-flies.

The same popular features which secured the first two numbers so enthusiastic a reception from distinguished educators, teachers and the children, have been continued in the third number of the series. They combine four marked

## ADVANTAGES:

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Col. Francis W. Parker, Principal of Cook Co. Normal School, Normal Park, Ill.—

"They are the first readers ever modeled wholly on the plan of making the thought primary, the word secondary. Every child is a born naturalist—be loves nature—with an ardent, spontaneous love. This

WONDERFUL SERIES directs and leads this spontaneity, and the words and sentences are learned with a surprising ease. We have tried the books in our primary schools, and can cordially recommend them to all teachers of little ones."

These Readers are already used in more than one hundred cities, including Boston, Cambridge, and Springfield, Mass., Hartford and New Haven, Conn., Newport, R. I., Jersey City, N. J., Vincennes, Ind., Chicago, Ill., Oshkosh, Wis., Des Moines, Ia., etc., etc.

**D. C. HEATH & CO., Publishers, BOSTON, NEW YORK AND CHICAGO.**



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 95 Principals of Town Schools, \$600 to \$900.  
 230 Principals, below \$600.  
 13 High School Principals, above \$1,500.  
 41 High School Principals, salaries between \$1,000 and \$1,500.  
 45 High School Principals, \$500 to \$1,000.  
 28 Ward, Grammar and Primary Principals.  
 25 High School Assistants' Positions, between \$600 and \$1,500.

Now is the time to write and learn of our work. For the past two weeks we have averaged forty new vacancies and four new members each day—ten times as many vacancies as members. Will not some of these positions do for you?

WE HAVE FILLED FIVE HUNDRED POSITIONS during the past six months. A list of these will be sent on application. Address, for circulars, at once,

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## A \$2,000 POSITION

W. D. KERR, Manager Union Teachers' Agency. Dear Sir—I have been registered with other Teachers' Agencies for several years, but have never been offered a position though they have accepted. A few weeks ago I registered with you and as the result was offered two positions last week, to both of which you recommended me, each worth \$2,000, one in N. Y., the other at Newark, N. J. I accept the latter. Unless teachers want to be made miserable in choose between several good positions TWICE WITHIN likely to be offered them through your Agency, I would advise them to register elsewhere instead of with you. Yours respectfully, A. S. Downing. From the foregoing brief letter it is not fair to conclude that it will pay well qualified teachers to register in this Agency? All cannot expect to get \$2,000 positions, yet we may be able to help you to something that is more desirable than you now have. Send stamp for our New Manual. W. D. KERR, Manager, UNION TEACHERS' AGENCY, 16 Astor Place, New York.

"PALMYRA, N. Y., Feb. 25, 1889.

W. D. KERR, Manager Union Teachers' Agency.

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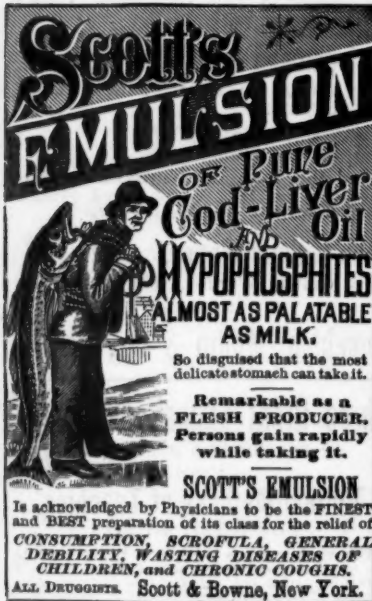
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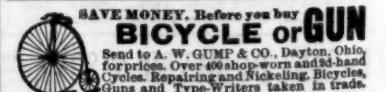
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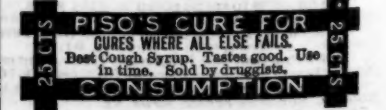
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old Egyptian tomb, which, after a silence  
of over 3,000 years, it gave out its tones.  
Exposure to the air soon snapped its  
strings.

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loathsome disease, Catarh, and vainly trying  
every known remedy, at last found a recipe  
which completely cured and saved him from  
death. Any sufferer from this dreadful disease  
sending a self addressed stamped envelope to  
Prof. J. A. Lawrence, 88 Warren St., New York  
City, will receive the recipe free of charge.

Longfellow and Fields were making a  
short pedestrian tour some years ago,  
when, to their surprise, an angry bull stood  
in the pathway, evidently determined to  
demolish both poet and publisher. "I  
think," said Fields, "that it will be pru-  
dent to give this reviewer a wide margin."  
"Yes," replied the poet, "it appears to  
be a disputed passage."

A teacher was illustrating the process  
of evaporation to a class of young schol-  
ars: "Suppose I should set a basin of  
water out in the school-yard in the morn-  
ing and let it remain all day, what would  
happen?" "It would get upset," was  
the practical reply.

"What does assume mean, uncle?"  
"Why, to take unto one's self." "Well,  
it says here he assumed the role of the  
Merchant of Venice—did he steal the  
man's roll."

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Louis, who had just cut his finger, "the  
bleed is all comin' out of me and I don't  
want to be a funeral."

A little girl of seven exhibited much  
disquiet at hearing of a new exploring ex-  
pedition. When asked why she should  
care about it, she said: "If they discover  
any more countries they will add to the  
geography I have to study. There are  
countries enough in it now."

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meets in Nashville, July 16th to 19th, 1889,  
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